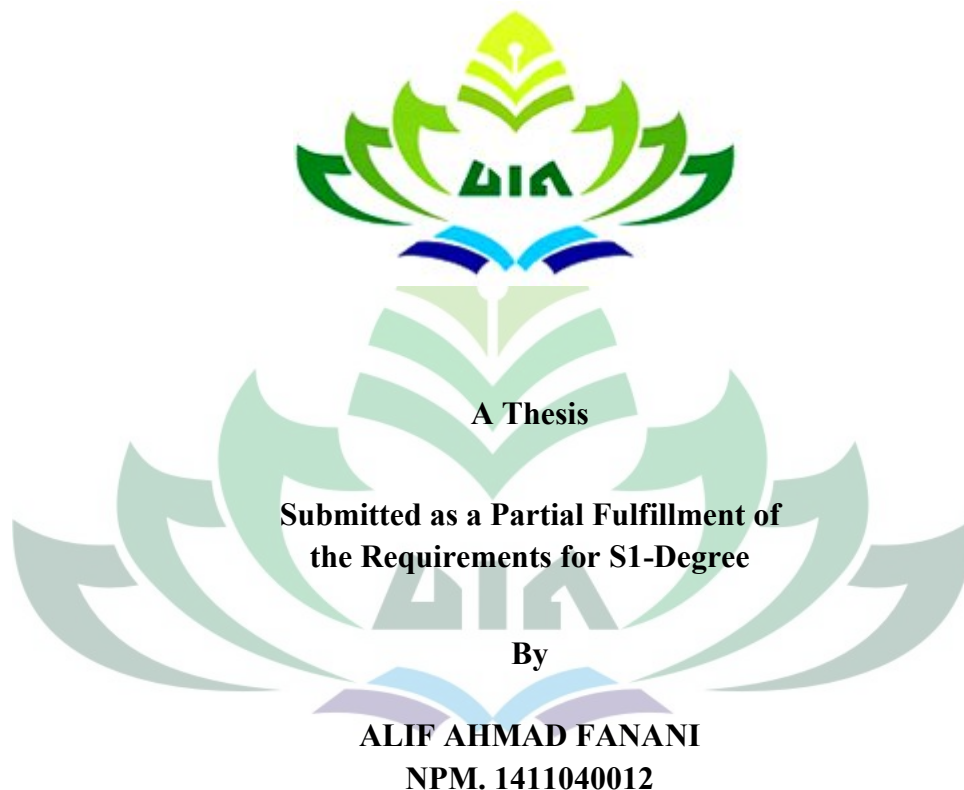


**THE INFLUENCE OF USING ROLE PLAY TECHNIQUE
TOWARDS STUDENTS' SPEAKING ABILITY IN NARRATIVE
AT THE EIGHTH GRADE OF SMPN 21 BANDAR LAMPUNG
IN THE ACADEMIC YEAR OF 2018/2019**



Study Program : English Education
Advisor : Dewi Kurniawati, M.Pd
Co-Advisor : Agus Hidayat, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE INSTITUTE OF ISLAMIC STUDIES
RADEN INTAN LAMPUNG
2019**

ABSTRACT

THE INFLUENCE OF USING ROLE PLAY TECHNIQUE TOWARDS STUDENTS' SPEAKING ABILITY IN NARRATIVE AT THE EIGHTH GRADE OF SMP NEGERI 21 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

By: ALIF AHMAD FANANI

Speaking became one of problems for students in SMP N 21 Bandar Lampung. The students of Junior High School must deal with many kinds of text, one of them is narrative. Role Play can help the teacher to teach students how to speak in right way and students can improve their speaking ability with playing a role that related to the material. So they can learn in fun and enjoyable situation. Role Play can improve their confident to speak English in daily life. This research was conducted to find out whether or not there was a significant influence of using Role Play Technique toward students' speaking ability in narrative at the eight grade at SMP Negeri 21 Bandar Lampung in the academic year of 2018/2019.

This research was conducted by using quasi experimental design and with pre-test and post-test design. Two classes of the eighth-grade students of SMP Negeri 21 Bandar Lampung were chosen as the sample of this research. They were 30 students for Experimental Class and 28 students for Control Class. In order to collect the data, the writer used oral test as the instrument. There were pre-test which was held before the writer gave treatment to the experimental class and post-test which was held afterwards. To make the data analysis, the writer analyzed the data by using SPSS version 16.

From the data analysis, it was obtained that $Sig=0.049$ and $\alpha=0.05$. It meant that the H_a was accepted and there was a significant influence of using Role Play Technique toward students' speaking ability in narrative at the eighth grade at SMP Negeri 21 Bandar Lampung in the academic year of 2018/2019. The writer hopes that this result will affect anyone who is involved in education field especially for English teacher.

Keywords: *Narrative, Quasi Experimental Design, Role Play, Speaking Ability.*



KEMENTERIAN AGAMA

UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol Endro Suratmin, Sukarame, Bandar Lampung Telp. (0721) 703289

APPROVAL

Title : **THE INFLUENCE OF USING ROLE PLAY
TECHNIQUE TOWARDS STUDENTS' SPEAKING
ABILITY IN NARRATIVE AT THE EIGHTH GRADE
OF SMP NEGERI 21 BANDAR LAMPUNG IN THE
ACADEMIC YEAR OF 2018/2019**

Student's Name : **ALIF AHMAD FANANI**

Student's Number : **1411040012**

Study Program : **English Education**

Faculty : **Tarbiyah and Teacher Training Faculty**

APPROVED

Was tested and defended in the examination session at Tarbiyah and Teacher
Training Faculty, State Islamic University Raden Intan Lampung

Advisor,

Dewi Kurniawati, M.Pd

NIP: 198006012002047

Co-Advisor,

Agus Hidayat, M.Pd

NIP: -

The Chairperson
of English Education Study Program

Meisuri, M.Pd

NIP: 198005152003122004



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Jln. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703260 Kode pos 35131

ADMISSION

A thesis entitled: THE INFLUENCE OF USING ROLE PLAY TECHNIQUE TOWARDS STUDENTS' SPEAKING ABILITY IN NARRATIVE AT THE EIGHTH GRADE OF SMP NEGERI 21 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019, By: ALIF AHMAD FANANI, NPM: 1411040012, Study Program: English Education, was tested and defended in final examination session held on: Tuesday, February 26nd, 2019.

Board of Examiner:

Chairperson : Dr. Melinda Roza, M.Pd 

The Secretary : Dr. Nur Syamsiah, M.Pd 

The Primary Examiner : Istiqomah Nur R. M.Pd 

The First Co-Examiner : Dewi Kurniawati, M.Pd 

The Second Co-Examiner : Agus Hidayat, M.Pd 

**The Dean of
Tarbiyah and Teacher Training Faculty**

Prof. Dr. H. Chairul Anwar, M.Pd 

NIP. 19560810 198703 1 001

DECLARATION

Hereby, I stated this thesis entitled “The Influence of Using Role Play Technique towards Students’ Speaking Ability in Narrative at the Eight Grade of SMP Negeri 21 Bandar Lampung in The Academic Year Of 2018/2019” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.



Bandar Lampung, January 2019
The Writer,

Alif Ahmad Fanani
NPM. 1411040012

MOTTO

قَالَ رَبِّ اشْرَحْ لِي صَدْرِي ﴿٢٥﴾

وَيَسِّرْ لِي أَمْرِي ﴿٢٦﴾

وَاحْلُلْ عُقْدَةً مِّن لِّسَانِي ﴿٢٧﴾

يَفْقَهُوا قَوْلِي ﴿٢٨﴾

25. (Musa) Said: “O My Lord expand my chest”

26. “Ease my task for me”

27. “And remove the rigidity from my speech”

28. “So they may understand my words”¹

(QS. Thaha: 25-28)

¹ *Al-Quran Digital ver. 2.0*

DEDICATION

I would like to dedicate this thesis to all my beloved people:

1. My beloved parents, Mr. Rochim and Mrs. Nani who have always prayed and supported for my success and advised me wisely.
2. My beloved brother and sister Ibrahim Nur, Umi Ma'rifatulroh, Annisa Amala, and Nanda Nandani, who support me all of time.
3. My beloved bestfriends who always give contribution to accomplish this thesis. They are, Yasse', Galer, Kentung, Pelor, Dedew, Yogi Jembrew, Inod.
4. My Senior Reni Eva Astika Putri who always help, support and guide me.
5. All of member of English Education A 2014 #AliveA14 thanks for your help all this time.
6. My beloved friends in UKM Rumpi, Basecamp Squad and 2Jalur Squad.
7. All of member of English Students Association (ESA) 2015-2016.
8. My almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

Alif Ahmad Fanani was born in Bandar Lampung on November 18th, 1996. He is the fifth child of five children of Mr. Rochim and Mrs. Nani. He has one brother: Ibrahim Nur and three sisters: Umi Ma'rifatulroh, Annisa Amala and Nanda Nandani.

He began his study at elementary school of SD Negeri 2 Sepang Jaya in 2003 and graduated in 2008. Then, he continued his study at Junior High School of SMP Negeri 21 Bandar Lampung in 2008. After graduated from Junior High School in 2011, he continued his study at Senior High School at MAS Al-Hikmah Bandar Lampung in 2011 and graduated in 2014. In 2014, he continued his study at State Islamic University of Raden Intan Lampung (UIN) as the student of English Education Program of Tarbiyah and Teacher Training Faculty. At Senior High School, he joined as a member of Lampung Youth Forum and work as volunteer in Dance 4 Life Lampung. In College, he joined in English Student Association (ESA) as the member of Finance Division.

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Praise to be Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. Peace and salutation is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “The Influence of Using Role Play Technique Towards Students’ Speaking Ability in Narrative at the Eighth Grade at SMP Negeri 21 Bandar Lampung in the Academic Year of 2018/2019” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, the writer has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the writer would sincerely thank:

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7. Hendro Hermansyah, S.Pd, English teacher of SMP Negeri 21 Bandar Lampung, for being helpful during the research process and giving suggestion during the research.

Finally, it has to be admitted that nobody is perfect and the writer is fully aware that there are still many weaknesses in this thesis. Therefore, the writer sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the writer expects that the thesis is useful for the him particularly and the readers generally, especially for those who are involved in English teaching profession.

Bandar Lampung, January 2019
The Writer,

Alif Ahmad Fanani
NPM. 1411040012

TABLE OF CONTENTS

COVER	i
ABSTRACT	ii
ADMISSION	iii
APPROVAL	iv
DECLARATION	v
MOTTO	vi
DEDICATION	vii
CURICULUM VITAE.....	viii
ACKNOWLEDGMENT.....	ix
TABLE OF CONTENTS.....	x
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
LIST OF APPENDICES.....	xv

CHAPTER I INTRODUCTION

A. Background of the Problem	1
B. Identification of the Problem	6
C. Limitation of the Problem.....	6
D. Formulation of the Problem.....	6
E. Objective and Use of the Research	6
F. Scope of the Research	7

CHAPTER II REVIEW OF LITERATURE

A. Teaching English as a Foreign Language.....	9
B. Concept of Speaking	10
C. Concept of Speaking Ability.....	13
D. Concept of Narrative	15

1. Definition of Narrative	15
2. Generic Structure of Narrative	16
3. Language Features of Narrative	17
4. Kinds of Narrative	17
5. Example of Narrative	17
E. Concept of Role- Play	19
1. Procedure of Role- Play	20
2. Advantages of Role- Play	23
3. Disadvantages of Role- Play	24
F. Concept of Dialog Memorization Technique	24
1. Procedure of Dialog Memorization Technique	26
2. Advantages of Dialog Memorization Technique	26
3. Disadvantages of Dialog Memorization Technique	27
G. The Concept of Role Play towards Speaking Ability in Narrative	27
H. Frame of Thinking	28
I. Hypothesis	29
CHAPTER III RESEARCH METHODOLOGY	
A. Research Design	30
B. Variable of the Research	31
C. Operational Definition of Variable	31
D. Population, Sample and Sampling Technique	32
1. Population of the Research	32
2. Sample of the Research	33
3. Sampling Technique	33
E. Data Collecting Technique	33
F. Research Instrument	34
G. Research Procedure	35
H. Criteria In Evaluating	36
I. Validity	38

J. Reliability of the Instrument	39
K. Data Analysis	40
1. Fulfillment of Assumption	40
a. Normality Test	40
b. Homogeneity Test	41
c. Hypothetical Test	42

CHAPTER IV RRESULT AND DISCUSSION

A. Research Procedure	43
B. Data description	43
1. Description of the Treatment for Experimental Class	44
2. Description of the Treatment for Control Class	45
C. Data Analysis	46
1. Result of the Pre-Test in Control Class	46
2. Result of the Pre-Test in Experimental Class	47
3. Result of the Post-Test in Control Class	48
4. Result of the Post-Test in Experimental Class	48
5. Result of Normality Test	49
6. Result of Homogeneity Test	50
7. Result of Hypothetical Test	51
D. Discussion	52

CHAPTER V CONCLUSSION AND SUGGESTION

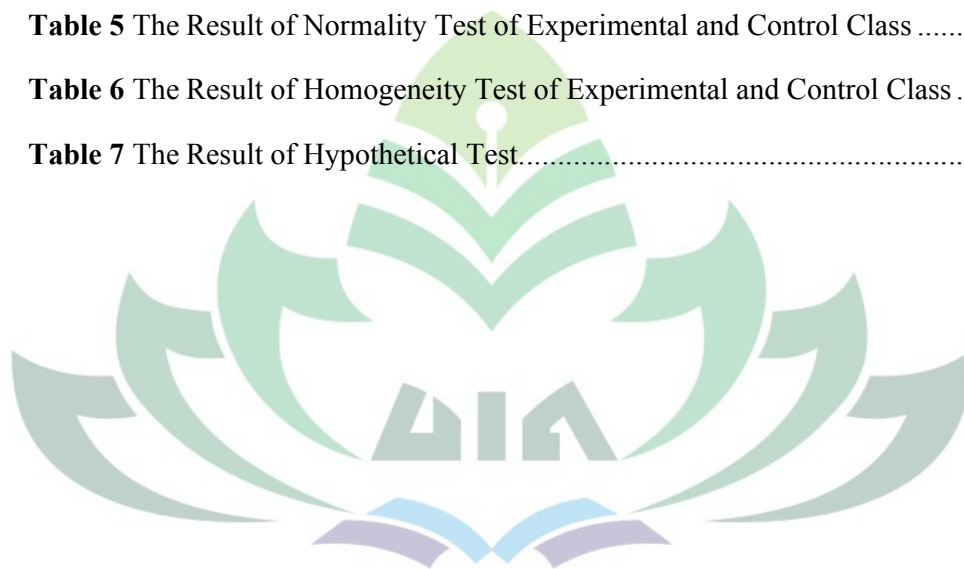
A. Conclusion	54
B. Suggestion	54

REFERENCES	xvii
-------------------------	------

APPENDICES	xviii
-------------------------	-------

LIST OF TABLES

Table 1 Students Score of Speaking	4
Table 2 Research Design of Pre- Test and Post- Test Group Design SMPN 21 Bandar Lampung 2018/2019	30
Table 3 Population of Eighth Grade of SMPN 21 Bandar Lampung 2018/2019 .	32
Table 4 Scoring Rubric of Speaking	36
Table 5 The Result of Normality Test of Experimental and Control Class	50
Table 6 The Result of Homogeneity Test of Experimental and Control Class	51
Table 7 The Result of Hypothetical Test.....	52



LIST OF FIGURES

Figure 1 Result of Pre-Test in Control Class	46
Figure 2 Result of Pre-Test in Experimental Class.....	47
Figure 3 Result of Post-Test in Control Class.....	48
Figure 4 Result of Pre-Test in Experimental Class.....	49



LIST OF APPENDICES

Appendix 1 Students' Score	57
Appendix 2 Teacher Interview	64
Appendix 3 Students' Interview	66
Appendix 4 Silabus Pembelajaran	70
Appendix 5 RPP for Experimental Class	76
Appendix 6 RPP for Control Class	101
Appendix 7 Pre- Test	126
Appendix 8 Post-Test.....	127
Appendix 9 Validation form.....	128
Appendix 10 Photos of taking data.....	128
Appendix 11 Name of Students in Control Class.....	129
Appendix 12 Name of Students in Experimental Class.....	130
Appendix 13 Gain Score of Students in Control Class.....	131
Appendix 14 Gain Score of Students in Experimental Class.....	132
Appendix 15 Analysis Students' Score of Pre-Test in Control Class.....	133
Appendix 16 Analysis Students' Score of Pre-Test in Experimental Class...	135
Appendix 17 Analysis Students' Score of Post-Test in Control Class	137
Appendix 18 Analysis Students' Score of Pre-Test in Experimental Class.	139
Appendix 19 Students Score in Control Class	141
Appendix 20 Students Score in Experimental Class	142
Appendix 21 Students Score in Control Class	143

Appendix 22 Students' Score in Experimental Class	144
Appendix 23 Result of Normality.....	145
Appendix 24 Result of Homogeneity	146
Appendix 25 Result of Hypothetical.....	147
Appendix 26 Students' Transcription	148



CHAPTER I INTRODUCTION

A. Background of the problem.

Our ability to use language and our ability to think and conceptualized, develop at the same time and these abilities depend on each other. So, while we may retain some memory of learning to read and write, which we began around the age of six, we do not remember learning to understand what was spoken to us in the first four or five years of life and still less our struggles to speak.¹ Because language is creative, our communication is not restricted to a fixed set of topics; we constantly produce and understand new messages in response to new situations and new experiences.² Language is a group of sounds with specific meanings and organized by grammatical rules. It is a system for the expression of meaning.³ That's why we as human should learn about language, from experience that we get from produce language. It makes us improve and better to communicate.

Of the 4,000 to 5,000 living languages, English is by far the most widely used. As a mother tongue, it ranks second only to Chinese, which is effectively six mutually unintelligible dialects little used outside China. On the other hand the 300 million native speakers of English are to be found in every continent, and an equally widely distributed body of second language speakers, who use English for their day-to-day needs, totals over 250 million. Finally, if we add those areas

¹ Charles W, Kreidler, *Introducing English Semantics*. (London: Routledge, 1998). P.6

² *Ibid*.

³ Ag. Bambang Setiyadi, *Teaching English as A Foreign Language*. (Yogyakarta: Graha Ilmu, 2006), P.10

where decisions affecting life and welfare are made and announced in English, we cover one-sixth of the world's population.⁴ Language is a system of communication through which consists of a set of sounds and written symbols which are used by the people of particular country for talking or writing.⁵

According to School-Based Curriculum, students are expected to develop communicative competence in spoken and written language and can more respective and productive in the language skill of English. The students have to be able both to understand and to create various functional texts, monologues, as well as essays in a form of procedure, narrative, recount, and report.⁶

Role Play is created situation in which students deliberately act out or assume characters or identities they would not normally assume in order to accomplish learning goals. Role playing provides an action environment for students to experience the emotional and intellectual responses of an assumed identity or imagined circumstances. At its essence, Role Play is an example of "learning by doing". Role Play thus engages students in a creative participatory activity that requires them to apply course concepts as they assume fictional identities or envision themselves in unfamiliar situations.⁷

Yuniarti stated that based on the result the writer would like to consult that from the research, it was known that role-play can motivate the students in order

⁴ Geoffrey Broughton, *et. al. Teaching English as a Foreign Language* (Second Edition). (New York: Routledge, 1980). P. 1.

⁵ Patel, M.F, Praveen M. Jain. *English Language Teaching*. (Jaipur: Sunrise Publishers & Distributors. 2008), P..27-28

⁶ Badan Standar Nasional Pendidikan. *Petunjuk Teknis Pengembangan Silabus dan Contoh/Model Silabus*. Jakarta. 2006.

⁷ Elizabeth F. Barkley, K. Patricia cross, Claire Howell Major. *Collaborative Learning Techniques* (1st ed). (San Fransisco: A Willey Imprint, 2005), P. 150.

to increase their students' speaking ability. So the use of role-play technique, in teaching learning process can make the situation in the class more enjoyable, therefore this technique can motivate the students in order to increase ability in speaking English, it is supported by the score of the students' ability, in which they received higher score after the writer gave treatment role-play technique. In other word, role play technique has a significant influence in students' speaking ability at the eighth class of SMPN 9 Bandar Lampung in Academic year 2014/2015.⁸

Siyamini stated that based on the result of the research it was known that role-play technique can motivate the students' in order to increase their students' speaking ability. So the use of role-play technique in teaching learning process can make the situation in the class more enjoyable, it is supported by the scores of students' ability, in which they received higher scores after the writer gave the treatment role play technique. In other words, role play technique has significant influence in students' speaking ability at the eighth grade of SMPN 02 Tulang Bawang Tengah 2014/2015.⁹

By interviewed the English teacher of SMPN 21 Bandar Lampung, Mr. Hendro Hermansyah, S.Pd. the activities in the class a lot of based on the students lesson book. He just explained about the dialog, and asked students to memorize

⁸ Sri Yuniarti, "*The Influence of Using Role-Play Technique Towards The Students' Speaking Ability At The Second Semester of The Eight Class of SMPN 9 Bandar Lampung In Academic Year 2014/2015*". (Skripsi Program S1 Pendidikan Bahasa Inggris IAIN Raden Intan Lampung, Lampung, 2015), Unpublished.

⁹ Siyamini. "*The Influence of Using Role-Play Technique Towards The Students' Speaking Ability At The First Semester of The Eight Class of SMPN 02 Tulang Bawang Tengah In Academic Year 2014/2015*" (Skripsi Program S1 Pendidikan Bahasa Inggris IAIN Raden Intan Lampung, Lampung, 2015), Unpublished.

it. After that, students had to perform their dialog in pair between student and student.¹⁰

The writer considers that low vocabularies and grammar were the main cause of students' speaking ability is low. That is why the students were not motivated in learning speaking because they felt doubt the words were correct or not. That situation made students lazy to participate in learning English especially speaking. Sometimes they were still confused to express idea, so indirectly they felt shy to speak in English even in front of their friends.

Based on the interview in preliminary research, the writer got the data of students' speaking test from the English teacher. The test was about conversation or dialogue in the book.

The students' score of speaking can be seen in the following table:

Table 1
The Score of Speaking at the Eighth Grade of SMPN 21 Bandar Lampung

NO	Students' Score	The Number of Students	Percentage
1	≥ 69	124	58,3%
2	≤ 69	89	41,7%
	Total	213	100%

Source: SMPN 21 Bandar Lampung

Based on the table above, there are 124 of the 213 students who passed in speaking test based on the minimum mastery (KKM) of speaking and there are 89 students who failed in this case, the standard score of KKM of speaking in SMPN 21 Bandar Lampung is 69 and many students who got score under 69. It means that some of students still have difficulties in their speaking. *(See Appendix 1)*

¹⁰ Hendro Hermansyah, an English teacher at the Eighth grade of SMPN 21 Bandar Lampung, an interview at November 7th, 2017. Unpublished.

According to Hamzah and Nurdin, Role play indirectly support the learning situation based on experience with focused on dimension “here and now” as the main course. Role play gives possibility to the students to express their unrecognized feeling without mirroring to the other person.¹¹

Based on the reasons above, the writer concluded that speaking ability of students will increase if the students have more participation and practice when the lesson of English. Role play technique can be used to solve the problem that face by the students in learning English, such as ; low vocabulary, feeling shy to speak English, being unconfident, being afraid in making mistakes, and etc. By using this technique the students will be fun and enjoyable in teaching learning process.

The writer assumed that role play technique as an alternative in teaching speaking in fun situation and creative way. The writer conducted a research entitled: The Influence of Using Role Play Technique toward Students’ Speaking Ability in Narrative at the Eight Grade of SMPN 21 Bandar Lampung in the Academic Year of 2018/2019.

B. Identification of the Problem

Referring to the background of the study above, the identification of the problem was as follows:

1. The students had low motivation in speaking.
2. The students had low vocabulary and grammar.

¹¹ Hamzah B. Uno dan Nurdin Muhammad, *Belajar dengan Pendekatan PAILKEM*, (Jakarta: Bumi Aksara, 2011) P. 221

3. The students were not interested and felt bored in the learning process
4. The students were felt shy and afraid to speak in English.

C. Limitation of the Problem

Referring to the identification above, the writer focused on the influence of role play technique towards students' speaking ability in narrative.

D. Formulation of the Problem

Based on the identification and limitation above, the writer formulated the problems in this research as follows: Is there any influence of role play technique toward the students' speaking ability in narrative.

E. Objective and Significant of the Research

1. Objective of the Research

The objective of the study was to find out whether there is influence of Role Play Technique towards the students' speaking ability in narrative.

2. Significant of the Research

- a. Theoretically, the result of the research was expected it can motivated students of SMP 21 Bandar Lampung in studying English, especially in speaking English.

b. Practically

1) For the students

The students can improve their speaking ability in fun and enjoyable situation with Role Play Technique.

2) For the teacher

To give information for the English teacher that Role Play Technique was effective to be used in teaching speaking ability in narrative.

3) For the writer

The writer knew about the students' speaking ability in narrative especially by using Role Play Technique and he carry out the technique to the next teaching and learning in the classroom.

F. Scope of the Research

Scope of the research is as follows:

a. Subject of the Research

The subject of the research was students at the Eighth Grade of SMPN 21 Bandar Lampung in the academic year of 2018/2019.

b. Object of the Research

The object of the research was the use of Role Play Technique as well as the students' speaking ability in narrative.

c. Time of Research

The research was conducted at the second semester in the academic year of 2018/2019.

d. Place of the Research

The research was conducted at SMPN 21 Bandar Lampung in the academic year of 2018/2019.



CHAPTER II

FRAME OF THEORY, FRAME THINKING AND HYPOTHESIS

A. Teaching English as Foreign language

Teaching is the systematic activity which includes many components. Every component cannot be separated, but it has to be run together dependently and continually. For the reason, it is necessary for having a good management in teaching learning process. According to School-Based Curriculum (KTSP) in Senior High School, students are expected to develop communicative competence in spoken and written language and can more respective and productive in the language skill of English.¹

A foreign language is one not widely used in the learners' immediate social context which might be used for future travel or other cross cultural communication situations, or studied as a curricular requirement or elective in school, but with no immediate or necessary practical application.² In Indonesia, English is learned at schools and people do not speak the language in the society. Learning English as a foreign language is not so difficult if the learners do a lot of practice and are exposed to situation that contents English elements in it. The students should practice their English regularly both inside the classroom and outside the classroom. It means that, in Indonesia, English become a foreign

¹ Badan Standar Nasional Pendidikan. *Petunjuk Teknis Pengembangan Silabus dan Contoh/Model Silabus*. Jakarta. 2006.

² Muriel Saville-Troike. *Introducing Second language Acquisition*. (New York: Cambridge University Press. 2006). P.4.

language. Therefore, English is very important to be learned by students in elementary school up to university.

Language is at the centre of human life. We use it to express our love or our hatred, to achieve our goals and further our careers, to gain artistic satisfaction or simple pleasure, to pray or to blaspheme. Through language we plan our lives and remember our past; we exchange ideas and experiences; we form our social and individual identities.³

From the theories above the writer concluded English has become language that use in daily life activities and communicate with people. Language was the most unique thing about human being.. English became international language in the world, so we can understand people, know their culture, situation from language that they speak especially English.

B. The Concept of Speaking

Why speaking is so important in language teaching or language learning? Because it is relate with human thinking development. In our daily life, speaking is one way to explain something. In language learning process, if we have spoken the language fluently and no misunderstanding when talk it automatically we success learn about the language. Speaking is a skill as such needs to be developed and practiced independently of the grammar curriculum.⁴

³ Vivian Cook. *Second Language Learning and Language Teaching : Fourth Edition*. (London : Hachette UK Company. 2008). P.1.

⁴ Scott Thornbury, *How To Teach Speaking*, (Edinburg : Pearson Education Limited. 2002). P. iv

Speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people-like auctioneers or politicians-may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability-until, that is, we have to learn how to do it all over again in a foreign language.⁵ Speaking is a linguistic activity which, like language itself, consists of several elements: viz., pronunciation (sounds), morphology and lexis (words and their parts), grammar and syntax (structure), semantics, discourse (conversation and utterances), pragmatics (usage and its rules), fluency (ease of speech, confidence, coherence, and speed), in addition to topicality (themes and ideas).⁶

Even speaking is so much a part of daily life it does not mean that speaking use rule of environment. Speaking has their own rule so the learners cannot talk as easy as they want. They have to follow the rule to know their words or sentence is right or not. The rule of speaking is created to make the learners not only know the language or can speak the foreign language. But, more than that the rule of speaking make the learners are understand what they are talking about.

Why is automatic speech important? It's important because automatic English speaking is the key to getting results with English. Automatic speaking makes it easy to connect with native speakers. As an automatic English speaker, it's easy

⁵ *Ibid.* P.1.

⁶ Fahad Hamad Aljumah, “*Developing Saudi EFL Students’ Oral Skills: An Integrative Approach.*”, (English Language and Translation Department, Saudi Arabia, 2011). P. 1

for you to make friends, participate in business meetings, talk to customers, understand movies, and get better jobs.⁷

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.⁸ According to Pollard, speaking is the one of the most difficult aspects for the students to master. This is hardly surprising when one consider everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with⁹

From all the theories above, the writer concluded that speaking is the primary element of language and it can be developed from the beginning when someone was born, from the first contact with the language, we know that speaking developed since one was born, even though it is only occurred for the first language or mother language. When learning second language, they learn from beginning after the individual masters their first language. So we have to introduce speaking with the language that we learn, because by speaking we can transfer our idea or thought to other people.

⁷ Effortless English Club, AJ Hoge. *Powerful English Speaking*, accessed by internet at March 1st 2018 from www.EffortlessEnglish.com P.1

⁸ Jack C. Richards, *Teaching Listening and Speaking : From Theory to Practice*. (New York: Cambridge University Press. 2008). P.19.

⁹ Lucy Pollard, *Guide to teaching English*. Lucy Pollard Publication, 2008. P.33 Accessed by internet on March 1st , 2018 on www.academia.edu

C. The Concept of Speaking Ability

Speaking or oral communication has been considered as an important language skill for the second or foreign language learners, naturally to speak is to convey a message that someone else needs, or to get information which has not been known and more importantly to interact to other people.

Learners need to know how speakers differ from one another and how particular circumstances call for different forms of speech. They can learn how speaking styles affect listeners. Thus, the rate at which they speak, the volume and the precision of pronunciation may differ substantially from one situation to another. It is useful for students to know that speech should differ in formality, such as when speaking to a judge, a teacher, a parent or a playmate. They may also benefit from learning about the differences among various dialects. The mastery of speaking skills in English is a priority for many second or foreign language learners. Learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken language proficiency.¹⁰

The subjects in the curriculum and examples from the media may provide occasions for different forms of speech. Oral presentations can be derived from poems, stories, newspaper and magazine articles, as well as scientific reports. Dramatic acting and watching skits and plays may provide the richest opportunity to see how character and circumstance affect speech.¹¹ Speaking skill is a difficult

¹⁰ Jack C. Richards, *Developing Classroom Speaking Activity ; From Theory to Practice*. P. 1

¹¹ Herbert J. Walberg, Trudy Wallace, Winifred E. Stariba. *Teaching, Speaking, Listening, and Writing*. International Bureau of Education. P.11.

one to assess with precision, because speaking is a complex to acquire. There are some essential elements that students must learn in order to get good speaking ability. These are some important language aspects that have to be learned by the students, not only to improve speaking ability but also to improve other English skills.

Aspects of language include grammar, vocabulary, pronunciation, function, and level of formality.

1. Grammar includes tenses, formation of questions and negatives, prepositions, pronouns.
2. Vocabulary, (students need to know words, their meaning, how they are spelt and how they are pronounced)
3. Pronunciation, students need to know how to pronounce individuals sound as well as combinations of sound.
4. Function are set phrases that we use in specific situations.
5. Levels of formality, students need to develop an awareness of and an ability to produce language of varying degree of formality.¹²

According to the explanation above, students' speaking ability is their ability to express their ideas, feelings, opinions, grammar, vocabulary, and experiences. And it is going to be indicated with score achieved by students from the test given.

¹² Lucy Pollard. *Loc. Cit.* P. 13

D. The Concept of Narrative

1. Definition of Narrative Text

Narrative is a basic and constant form of human expression regardless of ethnic origin, primary language, and enculturation.¹³ Narrative is the primary means of comprehension and expression for our experience of events changing over time. It is also a re-presentation of reality from a particular perspective: reality reconfigured to express meaning.¹⁴

Derewianka (cited in Rizki), further states that the basic purpose of narrative is to entertain the readers and to gain the readers interest in a story-line of narrative. Moreover, narrative may also seek to teach or inform, to embody the writer's reflections on experience, and most important to extend the reader's imagination.¹⁵ Narration is a story that tell in chronological. It can be fiction (like short story and novel) and non-fiction (like biography or auto-biography).¹⁶

According to Oshima, narrative is the kind of writing that you do when you tell a story.¹⁷ The function of narrative text is to amuse the reader with actual or vicarious experience in different ways.¹⁸ Narrative gives the readers or listeners a moral value in every story. It is differentiate with other kind passages. The purpose behind a story can give motive for readers or listeners.. It is easy to tell a

¹³ Paul Hazel, *Narrative: An Introduction*, Swansea Institute of Higher Education, 2007, p.1

¹⁴ *Ibid.* P. 7

¹⁵ Rizki Maulana Sahab, The Use Of Reciprocal Teaching Procedure In Teaching Narrative Texts To Improve Students' Reading Comprehension, *Journal of English Education*, 2014, P.85

¹⁶ M. Solahudin, *Tutorial Writing Bahasa Inggris*, (Jogjakarta: BERLIAN, 2013), P.161-162

¹⁷ Alice Oshima & Ann Hogue, *Introduction to Academic Writing*, (New York: Pearson Education, 2007), P. 24

¹⁸ Ana Setiyaningsih, *The Use of Three Phases technique to Improve Students' Participation and Reading Comprehension in Narrative Text*, *Journal of English Language Teaching*, 2013, P.3

good story, though some people have a something special for telling entertaining anecdotes or shorts story.

From all of the definition above, the writer concluded that a narrative text is a kind of text that tells us about a story that is based on the some event or experience. It is usually use to tell about the story or experiences in the past. It can be form in spoken or written. The purpose of narrative is to entertain, to motivate and give a moral lesson to the readers.

2. Generic Structure of Narrative Text

Generic structure of narrative according to Mark & Kathy:

a) Orientation

(Can be a paragraph, a picture or opening chapter). In which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening.

b) Complication

That sets off a chain of events that influences what will happen in the story.

c) Sequence of event/ climax

This is where the narrator tells how the character reacts to the complication.

d) Resolution

Resolution in which the characters finally sort out the complication.

e) Coda

A coda that provides a comment or moral based on what has been learned from the story (an optional step)..

3. Language Features of Narrative Text

Language features of narrative text:

- a) Specific character
- b) Time words that connect events to tell when they occur.
- c) Verbs to show the actions that occur in the story
- d) Descriptive words to portray the character and settings¹⁹

Based on those explanation, the researcher conclude that in producing narrative text the story should use those following language features in order to explain the reader that the story has happened in the past.

4. Kinds of Narrative Text

There are so many kinds of narrative text. They are like: Fiction, non-fiction, tales, folktales, fables, myths.

5. Example of Narrative text

The Legend of Surabaya

A long time ago in East Java there were two strong animals, Sura and Baya. Sura was a shark and Baya was a crocodile. They lived in a sea. Actually, they were friends. But when they were hungry, they were very greedy. They did not want to share their food. They would fight for it and never stop fighting until one of them gave up.

¹⁹ Mark Anderson, Kathy Anderson, *Text types in English 2*, (South Yarra: Macmillan Education Australia PTY LTD, 1997), P.8

It was a very hot day. Sura and Baya were looking for some food. Suddenly, Baya saw a goat.

“Yummy, this is my lunch,” said Baya.

“No way! This is my lunch. You are greedy! I had not eaten for two days!” said Sura.

Then Sura and Baya fought again. After several hours, they were very tired. Sura had a plan to stop their bad behavior.

“I’m tired of fighting, Baya,” said Sura.

“Me too. What should we do to stop fighting? Do you have any idea?” asked Baya.

“Yes, I do. Let’s share our territory. I live in the water, so I look for food in the sea. And you live on the land, right? So, you look for the food also on the land. The border is the beach, so we will never meet again. Do you agree?” asked Sura.

“Hmm... let me think about it. OK, I agree. From today, I will never go to the sea again. My place is on the land,” said Baya.

Then they both lived in the different places. But one day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

“Hey, what are you doing here? This is my place. Your place is in the sea!”

“But, there is water in the river, right? So, this is also my place!” said Sura.

Then Sura and Baya fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally

gave up. He went back to the sea. Baya was very happy. He had his place again. The place where they were fighting was a mess. Blood was everywhere. People then always talked about the fight between Sura and Baya. They then named the place of the fight as Surabaya, it's from Sura the shark and Baya the crocodile. People also put their fight as the symbol of Surabaya city.²⁰

E. The Concept of Role Play

Role Play is an example of “learning by doing”. Role Play thus engages students in a creative participatory activity that requires them to apply course concepts as they assume fictional identities or envision themselves in unfamiliar situations.²¹ Direct Method is a method of teaching a foreign language, especially a modern language through conversation, discussion and reading in the language itself, without the use of the pupil's language, without translation, and, without the study of formal grammar. The first words are taught by pointing to objects or pictures or by performing actions.²²

Role play exercises give students the opportunity to assume the role of a person or act out a given situation. These roles can be performed by individual students, in pairs, or in groups which can play out a more complex scenario. Role plays engage students in real-life situations or scenarios that can be “stressful, unfamiliar, complex, or controversial” which requires them to examine personal

²⁰ Soneta Welliya, *Bahan Ajar Narrative text*. www.sman78-jky.sch.id

²¹ Elizabeth F. Barkley, K. Patricia cross, Claire Howell Major. *Collaborative Learning Techniques* (1st edition). (San Fransisco: A Willey Imprint, 2005). P. 150.

²² M. F. Patel, Praveen M. Jain. *English Language Teaching*. (Jaipur: Sunrise Publishers & Distributors. 2008) P.78-79

feelings toward others and their circumstances.²³ Role play activities could be shown as the way student behaves in specific context and situation. The researcher defines it as the role playing technique as a methodology for teaching which is conscious representation and discussion of the role in a group. In the class a problem context is shortly acted out so that the students can cope with the character.²⁴

Role plays provide students with the opportunity to take part in activities which mirror career-related scenarios. To help students understand the use of role playing sessions, role plays should be content-focused, match learning objectives, and be relevant to real-world situations. Role playing exercises encourage students to think more critically about complex and controversial subjects and to see situations from a different perspective. When properly employed, role plays can motivate students in a fun and engaging way. And improve the imagination the learners automatically, so the learners can make a choice for facing the new thing when doing the action, make a plan, learn from the mistakes that's why role play is called learning by doing.

1. Procedures of Role Play

- a. Ask students to form groups with enough members in each group to assume each stakeholder role.

²³ Bonwell, C. C., J. A. Eison, (1991). *Active learning: Creating excitement in the classroom*. Washington, DC: The George Washington University. P.47

²⁴ Dhea Mizhir Krebt, *The Effectiveness of Role Play Techniques in Teaching Speaking for EFL College Students*, Journal of Language Teaching and Research, Vol. 8, 2017, P. 864

- b. Present the scenario and allow time for discussion of the problem situation. It is important to allow sufficient time for students to ask question on any aspects of the scenario that are unclear.
- c. Assign or ask students to each assume a stakeholder role. If assigning group process roles such as moderator or observer, make sure students are clear on their tasks.
- d. Inform students of the time limit or other parameters that will signify the end of activity.
- e. Instruct students to enact the role play. The role play should run only until the proposed behavior is clear, the targeted characteristic has been developed, or the skill has been practiced.
- f. Follow the role play with a discussion within the small groups and/or with the whole class. Discussion should focus on students' interpretations of the role and the motivations for and consequences of their actions.
- g. Consider asking students to reenact the role play, changing, characters, or redefining the scenario and then holding another discussion.²⁵

According to Hamzah, these are procedures of role play for classroom activity:

- a. The teacher prepares the scenario that they are going to perform.
- b. Pointing several students' to mastery the scenario in view days before the day.
- c. The teacher divides the students' in groups, ± 5 students each group.

²⁵ Elizabeth F. Barkley, K. Patricia cross, Claire Howell Major, *Op.Cit.* P.151

- d. The teacher explains about the competence that they are going to achieve together.
- e. Call pointed pupils to play what they have prepared.
- f. Mean while, the others stand in their own groups to observe the playing scenario.
- g. After that, each student is given work sheet to discuss in each group performance.
- h. Next, each group presents their conclusion.
- i. The teacher gives the general conclusion.
- j. Closing²⁶

From the procedures above, the writer concluded that procedures that the writer used in the class are:

- a. The teacher divides the students into a group which each group consist of 5 students.
- b. The teacher gives the material that they have to prepare it in next meeting.
- c. The teacher give the limit time of perform that will they do.
- d. After that, the teacher explains about the rule and competence that they are going to achieve in the groups.
- e. Mean while, when other groups are performing the teacher asks each group to observe the performance of the other groups and write down the strength and weakness.

²⁶ Hamzah B. Uno, Nurdin Muhammad, *Belajar dengan Pendekatan PAILKEM*, (Jakarta: Bumi Aksara, 2011) P. 122

- f. The teacher gives the general conclusion.
- g. Closing.

2. Advantages and Disadvantages of Role Play

a. Advantages

According to Wehrli, Role Play technique has some advantages and disadvantages as follows: ²⁷

- 1) Actively involves participants
- 2) Adds variety, reality, and specificity to the learning process.
- 3) Develops problem-solving and verbal expression skills.
- 4) Provides practice to build skills before real-world application and when “real” experiences are not ready available.
- 5) Enables learners to experiment in a safe environment with behaviour which strike them as potentially useful and to identify behaviour which are not.
- 6) Can provide an entirely new perspective on a situation and develop insights about feelings and relationships.
- 7) Provide teacher immediate feedback about the learners understanding and ability to apply concepts.
- 8) Improve the likelihood of transfer of learning from the classroom to the real world.

²⁷ J.G Nyquist, Wehrli. G, *Teaching Strategies/Methodologies: Advantages Disadvantages/Cautions, Keys to success*, 2003, accessed by internet at March 1st, 2018 from <http://som.unm.edu/omed/does-dev/genteachstrategies.pdf> (pdf adv-disadv)

b. Disadvantages

- 1) Puts pressure on learner to perform, which can create embarrassment and even resistance.
- 2) Depends heavily on learners imagination and willingness to participate
- 3) Can engender strong emotions related to past experiences, empathy, etc.
- 4) Can lack focus unless well-planned, orchestrated, and monitored.
- 5) Can reinforce ineffective behavior/strategies if performance is not observed by knowledgeable person who provides appropriate feedback
- 6) Can be unpredictable in terms of outcomes
- 7) Can be time consuming.

F. The Concept of Dialog Memorization Technique

According to Mr. Hendro Hermansyah, S.Pd the English teacher in SMPN 21 Bandar Lampung, the Dialog Memorization technique is a technique that students have to memorize the dialog/text from students' lesson book.²⁸ Freeman's says that Dialog Memorization technique is one of Audio Lingual Method. Students memorize the dialog through mimicry; students usually take the role of one person

²⁸Hendro Hermansyah,, S.Pd, an English teacher at the eighth grade of SMPN 21 Bandar Lampung, an interview at November 7th 2017.

in the dialog and the teacher the other. After the students have learned the one person lines, they switch roles and memorize the other person part²⁹.

A typical approach to rote memorization might be described something like this: learner looks at text on paper (or computer screen), then away (often while repeating aloud or silently the chunk of information to be remembered), then back at paper or screen again, then away, ad infinitum, with little or no variation, in an attempt to gradually get the text to "stick" in memory. A common activity found in puzzle books requires the solver to stare at a page for one minute before turning the page and trying to remember as much as possible about what was there. In the absence of any specific techniques for memorization, a person will likely stare at the page with furrowed brow, hoping that the words or images will stick in his or her mind³⁰.

And the writer concludes this technique allows the students to practice speaking correctly based on the dialog from text that they have memorize before, and teach the students to follow the dialog using the right grammar, pronunciation and etc. The writer think that this technique make the students more easily to speak because the text or dialog is have been prepared and their pair mastery it before, they just switch to their pair roles before. It will show their skill to memorize about what they have learn, their adaptation in new situation.

²⁹ Dianne Larsen-Freeman, *Techniques and Principle in Language Teaching*. (Oxford University Press) P.47

³⁰ Timothy M. Harris, *Text and Dialogue Memorization in English Language Learning*, P. 149

1. Procedures of Dialog Memorization

- a) The teacher gives a brief summary of the content of the dialogue. The dialogue is not translated but equivalent translation of key phrases should be given in order for the language learners to comprehend the dialogue.
- b) The learners listen attentively while the teacher reads or recites the dialogue at normal speed several times. Gestures and facial expressions or dramatized actions should accompany the presentation.
- c) Repetition of each line by the language learners in chorus is the next step. Each sentence may be repeated a half dozens of times, depending on its length and on the alertness of the language learners. If the teacher detects an error, the offending learner is corrected and asked to repeat the sentence. If many learners make the same error, chorus repetition and drill will be necessary.
- d) Repetition is continued with groups decreasing in size, that is, first the two halves of the class, then thirds, and then single rows or smaller groups. Group can assume the speaker's roles.
- e) Pairs of individual learners now go to the front of the classroom to act out the dialogue. By this time they should have memorized the text.³¹

2. Advantages and Disadvantages of Dialog Memorization

a. Advantages

- 1) All the students are active in the class

³¹Audio Lingual Method. <https://radenmasmiftah.wordpress.com/2013/11/04/audio-lingual-method/>

- 2) The circumstance class are more interesting and life
- 3) Speaking and listening skill more drilled, so the pronunciation skill and listening are more controlled.

b. Disadvantages

- 1) For the smart students this method is bored, because it is majority repeat the sentence.
- 2) Sometimes the students are confused because the teacher explain the material in simple way not in detail way.
- 3) Grammar skill is not more drilled.³²

G. The Concept of Role Play Toward Speaking Ability in Narrative

Role play is very important in teaching speaking because it gives students an opportunity to practice communicating in different social contexts and in different social roles. In addition, it also allows students to be creative and to put themselves in another person is placed for a while.³³ Role Play is an example of “learning by doing”. Role Play thus engages students in a creative participatory activity that requires them to apply course concepts as they assume fictional identities or envision themselves in unfamiliar situations.³⁴ Speaking is one of the most difficult aspects for students to master. This is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language,

³²Audio Lingual Method, tersedia di: <http://pridarieca.blogspot.com/2013/07/audio-lingual-method.html?m=1/>

³³ Fadilah, *Teaching Speaking by Role-Play Activity*, OKARA Journal of Language and Literatures, VOL. II, 2016, P.210

³⁴ *Supra* catatan kaki nomor 26.

how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with.³⁵

In English there are many kinds of text, one of text is Narrative. According Butcher, "Narrative and life go together and that the principal attraction of narrative is its capacity to render life experiences, both social and personal, in relevant and meaningful ways."³⁶

Based on those explanations it can be concluded that Role-Play Towards Narrative Speaking Ability is the students capability to express their idea, their imagination, thought in speaking form to retell the past story by providing not only the information but also moral lesson to the listeners.

H. Frame of Thinking

Based on the preliminary research, it was found out that the students got difficulty when they learned speaking or when they had to speak. This was because the teacher did not use effective and interesting techniques to teach them speaking. Consequently, they got bored and found difficulties to understand the lesson given by the teacher. In other words, it can be said that they were not motivated to learn speaking. On the other side, they might think that the teacher was not competent and uncreative in teaching speaking. The students' is too shy and afraid to take part in the conversation. In other words students have problem with their confidence.

When the writer used Role Play, students have learn and practice their

³⁵ Lucy Pollard, *Guide to Teaching English*, 2008, P.33.

³⁶ Susan E. Butcher, *Narrative as a Teaching Strategy*, Journal of Correctional Education, 2006, P.199

speaking ability. Also, the students learn English and felt excited, because role play was an interesting and motivating the students to speak English well. The students increase their ability in speaking in enjoyable atmosphere.

In relation to the teaching of speaking and referring to the frame of the theories mentioned before, the writer assumed that by using role play technique can help the teacher and students in teaching speaking process. By using role play technique, it had improve the students' speaking skill, because the students' try to find new vocabulary. In addition, the students felt interest in learning English because they feel fun, relaxed able, and enjoyable. Role play technique is suitable for teaching speaking skill because the students achieve new word, experience, without feeling bored.

I. Hypothesis

Based from the explanations above, the writer formulated the hypothesis as follows:

H_0 : There is no significant influence of using Role-Play Technique in Students' Speaking Ability in Narrative at the Eighth grade of SMPN 21 Bandar Lampung in the Academic Year of 2018/2019.

H_a : There is a significant influence of using Role-Play Technique in Students' Speaking Ability in Narrative at the Eighth grade of SMPN 21 Bandar Lampung in the Academic Year of 2018/2019.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In this research, the writer used experimental design. Creswell defines experimental design to control all variables that influence the outcome except for the independent variable. Then, when the independent variable influences the dependent variable, we can say the independent variable “cause” or “probably cause” the dependent variable.¹ The writer applied quasi-experimental design to know whether or not there is a significant influence of using role play technique in students’ speaking ability in narrative. The writer used two class, they were experimental class and control class. The experimental class used role play technique and the control class used dialog memorization technique. Each class received the same pre-test and post-test. The design can be showed as follows:

Table 2
The Research Design of Pre-test and Post-test Design

Group	Pretest	Independent Variable	Posttest
(R) A	Y ₁	X	Y ₂
(R) B	Y ₁	-	Y ₂

Note:

R = Random

A = Experimental Class

B = Control Class

Y₁ = Pretest

Y₂ = Posttest

X = Treatment by Role Play Technique

- = Ordinary teaching technique used by the teacher²

¹. John W. Creswell, *Educational Research : Planning, Conducting, And Evaluating Quantitative And Qualitative Research*, fourth edition, (New York: Pearson, 2012), P.295

² Donald Ary, Lucy Cheser Jacob and Chris Sorensen, *Introduction to Research in Education*, 8th Edition, (Canada: wadsworth cengage, 1997), P.316

B. The Variable of the Research

Aim of the research, based on statistics is to investigate cause and result relationship, and more specific to create a conclusion of change that appear on variables. In this research, there are two variables, namely:

1. Independent Variable

The independent variable in this research is Role Play Technique that is symbolized by (X).

2. Dependent Variable

The dependent variable in this research is students' speaking ability in narrative that is symbolized by (Y).

C. The operational Definition of Variable

In this research there are two variables, they are:

1. Independent Variable (X) Role Play.

Role play is a technique which can develop students fluency in target language, promoted students to speak or more interact with others in the classroom, increase motivation, decrease feeling shy to speak, and make the teaching learning process more enjoyable.

2. Dependent Variable (Y) students' speaking ability in narrative.

Students' speaking ability in narrative is the ability in expressing ideas about narrative orally. In the other hand by speaking, students concerned

with the way to express what they think and feel with good pronunciation, grammar, vocabulary, fluency, and comprehension.

D. Population, Sample and Sampling Technique

1. Population

Population is generalization area which it is consist of object/subject which have specific quality and characteristic which settle by the researcher to learn and take as conclusion.³ Population is all of subject of the research.⁴ So, population in this research was all students of the eighth grade of SMPN 21 Bandar Lampung in the academic year of 2018/2019, which total number of population is 213 students, which consist of 7 class.

Table 3
The Population of Eight Grade of SMPN 21 Bandar Lampung
in the Academic Year of 2018/2019

NO	Class	Gender		Number of Student
		Male	Female	
1	A	17	15	32
2	B	15	17	32
3	C	14	18	32
4	D	12	16	28
5	E	13	16	29
6	F	15	15	30
7	G	13	17	30
Total		99	114	213

Source: SMPN 21 Bandar Lampung

³ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2016), P.80

⁴ Suharsimi Arikunto, *Prosedur Peneleitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2013), P. 173

2. Sample

Sample is a part of characteristic which have by the population itself.⁵

Sample is part of population that will be researched⁶. One class as experimental class (VIII G) and one class as control class (VIII D).

3. Sampling Technique

Samples in this research were chosen randomly by using cluster sampling technique because the population is in a group and homogeneous. According Sugiyono, cluster sampling is a technique which chose random without attention about the strata of the population.⁷ The writer chose the sampling randomly by shake. The classes were taken as the samples of the research were the experimental class (VIII G) and the control class (VIII D).

E. Data Collecting Technique

In this research the writer used test as a means to collect the data. It consists of pre test and post test. The form of the test was an oral test.

1) Pre test

The pre-test was conducted to both classes before the treatment to know their basic achievement. The test has been done orally by asking the students to come forward in pairs to speak about the topic.

⁵ Sugiyono. *Op.cit.* P.81

⁶ Suharsimi Arikunto, *Op.cit.* P.174

⁷ Sugiyono. *Op.cit.* P.83

2) Post test

Post-test was conducted to know the students' speaking ability after the treatment. The system of post test was same as the pre-test, because both of them used to measure the students' speaking ability in order to know the improvement of the students' speaking ability.

F. Research Instrument

Arikunto says that the instrument is a device which in research uses a method⁸ in this research the instrument is test. Test is some question or exercise and another device which it uses to measure skill, intelligence knowledge, ability and talent which have by individual or group.⁹ The form of the test was oral test. In this case the oral test is retelling a story in a pairs. The writer gave topic to the students. The students were called to retell the story in front of class in pairs. The purpose of the oral test was to measure the students' speaking ability.

1. Pre-test Instrument

Class/Time Allocation : VIII/ 80 minutes (2x40menit)

Instruction:

1. Re-tell the story in front of class.
2. Max. 3 minutes allocated time

Topic of the text
Rabbit and Turtle

⁸ Suharsimi Arikunto. *Op.cit.* P.192

⁹ *Ibid.* P.193

Direction:

1. Each pairs have to tell the topic.
2. Each pairs is free to speak as long as they can

2. Post-test Instrument

Class/Time Allocation : VIII/ 80 minutes (2x40menit)

Instruction:

1. Re-tell the story in front of class.
2. Max. 3 minutes allocated time

Topic of the text
Ant and Dove

Direction:

1. Each pairs have to tell of narrative text based on the topic.
2. Each pairs is free to speak as clearly as they can

In making the instruction and direction of the test the writer used instrument from some previous researches. There were:

1. Siyamini took 2-3 minutes for each student to perform.¹⁰

¹⁰ Siyamini. "The Influence of Using Role-Play Technique towards the Students' Speaking Ability at the First Semester of the Eight Class of SMPN 02 Tulang Bawang Tengah an Academic Year 2014/2015" (Skripsi Program S1 Pendidikan Bahasa Inggris IAIN Raden Intan Lampung, Lampung, 2015), Unpublished.

2. Sri Yuniarti took 3 minutes maximal allocated for each pairs to perform.¹¹
3. Rahma Nur Cahyani took 5 minutes for each group to perform.¹²
4. Nur Amalia took 30 second until 1 minutes for each pairs to perform.¹³

Based on all previous researches, considering time of English lesson in Junior High School, and the number of students in the class, the writer concluded to take maximal 3 minutes to each pairs to perform. The time allocation for JHS for one meeting is 2 x 40 minutes.

G. Research Procedure

There were five steps that were planned by the writer to apply the research procedures. The steps were follows:

1. Determining the subject of the research

The writer determined the subject in this phase the writer chose the eighth grade in SMPN 21 Bandar Lampung as a subject of the research. One class took role play as an experimental class and another one took dialog memorization used by the English teacher in the school.

¹¹ Sri Yuniarti, "*The Influence of Using Role Play Technique towards the Students' Speaking Ability at the Second Semester of the Eight Class of SMPN 9 Bandar Lampung in Academic Year 2014/2015*". (Skripsi Program S1 Pendidikan Bahasa Inggris IAIN Raden Intan Lampung, Lampung, 2015), Unpublished.

¹² Rahma Nur Cahyani, "*The of Using Chain Drill Technique towards Students' Speaking Ability at the First Semester of the Eight Grade Of SMPN 4 Natar in the Academic Year of 2017/2018*". (Skripsi Program S1 Pendidikan Bahasa Inggris UIN Raden Intan Lampung, Lampung, 2017). Unpublished.

¹³ Nur Amalia, "*The Influence of Using Ball Game towards Students' Speaking Ability in Introducing Oneself and Others at the tenth Grade of the First Semester of SMAN 12 Bandar Lampung in 2015/2016 Academic Year*" (Skripsi Program S1 Pendidikan Bahasa Inggris IAIN Raden Intan Lampung, Lampung, 2016). Unpublished.

2. Administering pre-test

The pre-test was aimed to know the students' initial ability. The pre-test was taken 80 minutes for both the experimental and the control class. Then, the students spoke about the story that was given by the writer.

3. Giving treatment

The treatment was given in three meetings for both of the classes. Every treatment required 80 minutes for each meeting. In experimental class, the writer used Role play technique and for the control class where there is no special treatment, the treatment was technique that used by teacher in the teaching learning process.

4. Administering post-test

Post-test was aimed to find out whether there was an increase in the students' speaking ability or not.

5. Analyzing data

Analyze the result of the test.

H. The Criteria for Evaluating Students' Speaking Ability

In scoring the students' speaking ability, the writer used the oral English rating sheet proposed by Brown¹⁴ Based on this oral rating sheet, there are five aspects to be consider: Pronunciation, grammar, vocabulary, fluency, and comprehension.

¹⁴ H. Douglas Brown. *Language Assessment: Principles and Classroom Practice*. (San Fransisco: Longman.2004). P.171-174

Table 4
Rating Sheet Score of Speaking

1. Pronunciation

NO	Criteria	Rating Score	Comments
1	Excellent	5	Has few traces of foreign language accent.
2	Very good	4	Can be understood and sometime use a certain accent.
3	Good	3	Pronunciations problem necessities, concentration listening, occasionally lead to misunderstanding.
4	Average	2	Very hard to understanding because of pronunciation problem, most frequently by ask to repeat.
5	poor	1	Pronunciation problem to serve as to make speech virtually unintelligible.

2. Grammar

NO	Criteria	Rating Score	Comments
1	Excellent	5	Make few (if any) noticeable errors of grammar and word order.
2	Very good	4	Occasionally makes grammatical and word order errors that do not, however meaning.
3	Good	3	. Make frequent errors of grammar and word order, which occasionally obscure meaning
4	Average	2	Grammar and word order errors make comprehension difficult, must often rephrases sentences and or set rich him to basic pattern
5	Poor	1	Errors in grammar and word order, so much as to make speech quite hard to understand

3. Vocabulary

NO	Criteria	Rating Score	Comments
1	Excellent	5	Use of vocabulary and idioms is virtually that of native speakers.
2	Very good	4	Sometime use inappropriate terms and must rephrase ideas because of lexical inadequacies.
3	Good	3	Frequently use the wrong words conversation somewhat limited because of inadequate vocabulary.
4	Average	2	Misuses of word and very limited vocabulary makes comprehension quite difficult.
5	Poor	1	Vocabulary limitation so extreme as to make conversation virtually impossible.

4. Fluency

NO	Criteria	Rating Score	Comments
1	Excellent	5	Speech as fluency and efforts as that of native speakers.
2	Very good	4	Speed of speech seems to be slightly affected by language problem.
3	Good	3	Speed and fluency are rather strongly affected by language problem.
4	Average	2	Usually hesitant, often forced into silence by language limitation.
5	Poor	1	Speech so halting fragmentary as to make conversation virtually impossible.

5. Comprehension

NO	Criteria	Rating Score	Comments
1	Excellent	5	Appears to understanding everything without difficulty.
2	Very good	4	Understanding nearly everything at normal repetition maybe necessary.
3	Good	3	Understand most of what is said is slower than normal speed without repetition.
4	Average	2	Has great difficulty following what is said can be comprehended spoken slowly and with frequent repetition.
5	Poor	1	Cannot be said to understand even simple conversation English.

I. Validity of the Instrument

1. Content of validity

By far the most complex criterion of an effective test and arguably the most important principle is validity¹⁵. Validity shows how far an instrument of measurement can measure something. An instrument can be valid when it can measure what is wanted. In other words, an instrument can be valid if it shows the data of variables research correctly. If a test actually samples the subject matter how about which conclusion are to be drawn, and if it requires the test-taker to perform the behavior that is being

¹⁵ *Ibid.* P.22

measured, it can claim content-related evidence of validity, often popularly referred to as content validity.¹⁶ Content validity means that the test becomes representative sample of the subject matter content of what the teacher teach.. Based on standard of content school, curriculum, speaking was taught in eighth grade of Junior High School. (*See appendix 4*).

2. Construct validity

Construct validity is a degree which it shows a test measures a temporary construct or hypothetical construct.¹⁷ Construct validity focused on whether the test was actually in line with the theory of what it meant to know the language. It meant that the test was measured the aspect based on the indicator. Construct validity focused on the kind of the test that used to measure the ability. In this research the writer administered a speaking test, the scoring rubric of the test used by Brown, they were (pronunciation, grammar, vocabulary, fluency, comprehension).

J. Reliability of the Instrument

A reliable test is consistent and dependable. At the same page, Brown was also stated that if you gave the same test to the same student at the same moment or it was given on two different occasions, the test should yield similar result.¹⁸ To ensure the reliability of the scores and to avoid the subjectivity of the writer, the writer used inter-rater reliability. Inter-rater reliability was used when scores on

¹⁶ *Ibid.*

¹⁷ Sukardi, *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya*. (Jakarta: Bumi Aksara, 2003), P.123.

¹⁸ H. Douglas Brown. *Op.cit* P.20

the test are independently estimated by two or more judges or raters. In this research, the judges were the English teacher in SMPN 21 Bandar Lampung and the writer. To estimate the reliability of the test, the writer used Cohen's Kappa correlation as follows:¹⁹

$$\kappa = \frac{\Pr(\alpha) - \Pr(e)}{\Pr(e)}$$

Note:

$\Pr(\alpha)$ = represents the actual observed agreement

$\Pr(e)$ = represents chance agreement

That the sample size consists of the number of observations made across which raters are compared. Cohen specifically discussed two raters in his papers. Furthermore, to know degree or level of the reliability of speaking test, the writer also used the criteria of reliability by Arikunto, as follows:²⁰

1. 0.800 – 1.000 = very high
2. 0.600 – 0.800 = high
3. 0.400 – 0.600 = medium
4. 0.200 – 0.400 = low
5. 0.000 – 0.200 = very low

K. Data Analysis

1. Fulfillment of the assumptions

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by researcher in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied. It means that to

¹⁹ uji-konsistensi-cohens-kappa. 1 accessed by internet on <http://research-indonesia.blogspot.com> on Agustus 30th 2018.

²⁰ Suharsimi Arikunto, *Op.cit.* P.319

get the accurate result, the researcher has to do some tests such as normality test and homogeneity test.

a. Normality Test

The normality test used to know whether the data, in experimental class and control class, has the normal distribution or not. In this research, the writer used statistical computation by using SPSS version 16 (Statistical Program for Social science). The test normality employed was Kolmogrov Smirnov and Shapiro Wilk.

The hypotheses for the normality test were formulated as follows:

H_0 : the data are normally distributed

H_a : the data are not normally distributed

The criteria of acceptance or rejection of hypothesis for normality test are as follows:

H_0 is accepted if $\text{sig} > \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

b. Homogeneity Test

After the writer got the conclusion of normality test, the writer did the homogeneity test in order to know whether the data was homogenous or not. In this research, the writer used statistical computation by using SPSS version 16 (Statistical Program for Social Science). The test of homogeneity employing Levene's Test. While the criteria of acceptance or rejection of homogeneity test are as follow:

H_0 is accepted if $\text{sig} > \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

The hypotheses for the homogeneity test are formulated as follows:

H_0 : the variance of the data is homogeneous

H_a : the variance of the data is not homogeneous

2. Hypothetical test

After the writer knew that the data was normal and homogeneous, the data was analyzed by using independent simple t-test in order to know the significance of the treatment effect.

The hypotheses were:

H_a : there is significant influence of using role play technique towards students' speaking ability in narrative at the eighth grade of SMP N 21 Bandar Lampung in the academic year of 2018/2019.

H_0 : there is no significant influence of using role play technique towards students' speaking ability in narrative at the eighth grade of SMP N 21 Bandar Lampung in the academic year of 2018/2019.

While the criteria acceptance or rejection of hypotheses test were:

H_0 is accepted if $t_{\text{observed}} > t_{\text{critical}}$

H_a is accepted if $t_{\text{observed}} \leq t_{\text{critical}}$ or $(t_{\text{observed}} < t_{\text{critical}})$.

CHAPTER IV RESULT AND DISCUSSION

A. Research Procedure

The research was conducted on January 7th until January 22nd 2019. Before conducting the research, firstly the writer asked permission to the headmaster and the English teacher at the school. After having the permission, the writer conducted through the following steps:

1. Determined the subject of research, namely the students at the first semester of the Eighth grade of SMP Negeri 21 Bandar Lampung
2. Designed the test which it was the oral test.
3. Determined the sample of research by using cluster random sampling.
4. Held pre-test in order to know the students' speaking score in narrative before they had treatment.
5. Analyzed the data gotten through pre-test.
6. Gave the treatment to the sample of the research by implementing role play as technique in teaching and learning speaking ability in narrative
7. Held post-test in order to know the students' speaking score in narrative after the treatments.
8. Analyzed the data gotten through post-test. The data were analyzed by using SPSS.
9. Tested the hypothesis and made the conclusion.
10. Reported the result of the research.

B. Data Description

The research was conducted in six meetings. In SMP Negeri 21 Bandar Lampung itself, English subject was taught twice a week. On Monday, January 7th

2019 pre-test was given in experimental class and control class. The Experimental class consists of 30 students and control class consists of 28 students. The last treatment was done on Wednesday, January 16th 2019. The different topic was given in each treatment. For the last meeting, the students in the experimental class and the control class were given the post-test on Monday, January 21st 2019. All the students in the experimental and the control class followed the post-test.

1. Description of the Treatment for Experimental Class

In the experimental class the students were taught about narrative by using role play as technique in teaching learning process. In this research, the writer did the treatment in three meetings. The first meeting was conducted on Wednesday, January 9th 2019. In this meeting the writer explained about speaking aspect and narrative included generic structure and grammatical feature of narrative. Based on the syllabus in Junior High School used in SMP N 21 Bandar Lampung, the topic of narrative was fabel. Fabel was taught as a topic of narrative in second semester. In this meeting, the students were given an example about fabel, it was about Rabbit and Turtle. After the students understood about the narrative, the writer introduced role play as a technique to teach speaking especially in narrative. The students were divided into 5 groups, allow time for discussion, and asking about the task.

The second treatment was conducted on Monday, January 14th 2019. In this meeting the writer asked the students to practice the group task. The group task was the topic about fabel that they were gotten in first treatment. The groups perform their topic in front of the class. While one group performs, the other groups evaluate them and give a comment after the performance. After all groups

were performed, the writer gave the general conclusion from the evaluation and gave them new task for next meeting.

The third meeting was conducted on Wednesday, January 16th 2019. The writer asked the students to perform their new topic after they received the evaluation in performing in the last meeting. The third treatment was same as the second treatment after all of group performed the writer gave general conclusion from the group evaluation.

2. Description of the Treatment for Control Class

Along with experimental class, the students in the control class were taught about narrative by using dialog memorization by the real teacher of SMPN 21 Bandar Lampung. In this research, the control class was taught by the real teacher and the writer as a collaborator. The Collaborator was meant, the teaching learning process was taught by the English teacher in SMP N 21 Bandar lampung, and the writer helped the process, like manage the situation. The teacher did the treatment in three meetings. The first meeting was conducted on Tuesday, January 8th 2019. In this meeting the teacher explained about speaking aspects and narrative included generic structure and grammatical feature of narrative. Based on the syllabus in Junior High School used in SMP N 21 Bandar lampung, the topic of narrative was fabel. Fabel was taught as a topic of narrative in second semester. In this meeting, the students were given an example about fabel, it was about Rabbit and Turtle. After the students understood about the narrative, the teacher read the text in front of the class and the students repeat it. First, all of students in the class, smaller into half of class, and the last was single rows. And in the end teacher gave them a task for next meeting.

The second treatment was conducted on Monday, January 14th 2019. In this meeting the teacher asked the students to memorize the text in pairs. After that, the teacher asked they should switch the part. They had to memorize their partner part. After that, the teacher asked them to retell it in front of the class.

The third meeting was conducted on Tuesday, January 15th 2019. The teacher gave them new text to memorize with their partner, like the second treatment. After they memorized their part, they switched part with their partner. After that the teacher asked each pairs to retell the story in front of the class.

3. Gain Score

The writer got gain score from post-test score and pre-test score. Gain score was used to analyze normality, homogeneity and independent T-test. If gain score in this manner positive gain score indicated that the post-test score was higher than pre-test score, a negative gain score indicated that the post-test score was less than pre-test score. This is detail score pre-test, post-test and gain in the experimental class and the control class. *(See appendix 13 and 14)*

C. Result of Data Analysis

1. Result of the Pre-test in Control Class

The writer conducted the pre-test in order to know the students' speaking ability in narrative before the treatment. The pre-test was administered on Monday, January 7th 2019 at 10.50 a.m. The score in the control class can be seen in figure 1.

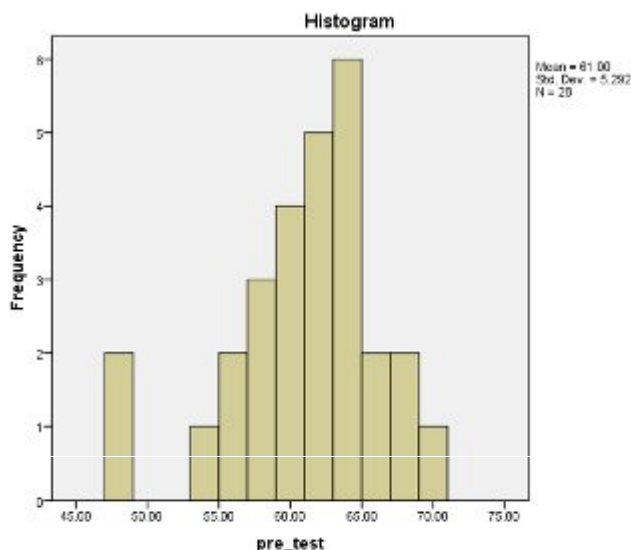


Figure 1
Result of the Pre-Test in Control Class

Based on the figure 1, the mean of pre-test in Control class was 61, standard deviation on this figure was 5.292, N was 28, median was 62.00, variance was 28, minimum score was 48, and maximum score was 70. It showed students' speaking ability in narrative before they got treatments.

2. Result of Pre-test in Experimental Class

The pre-test was administered on Monday, January 7th 2019 at 08.00 a.m. The pre-test was administered in order to know the students' speaking ability in narrative before the treatment given by using role play as technique. The score in the experimental class can be seen in figure 2.

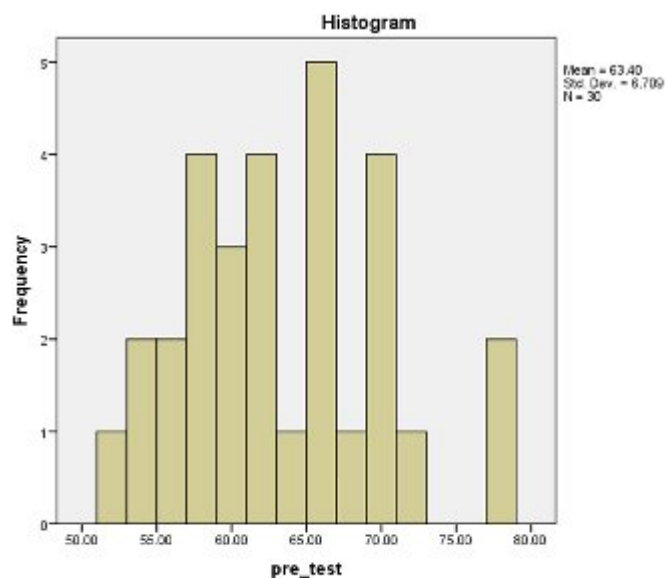


Figure 2
Result of the Pre-Test in Experimental Class

Based on the figure 2, the mean of pre-test in experimental class is 63.40, standard deviation on this figure was 6.709, N was 30, median was 62.00, variance was 45.007, minimum score was 52, and maximum score was 78. It showed students' speaking ability in narrative before they got treatments.

3. Result of Post-test in the Control Class

The writer gave post test in control class to know students' speaking ability in narrative after the treatment. It was administered on Monday, January 21st 2019 at 10.50 a.m. the score of post test in control class are presented in figure 3.

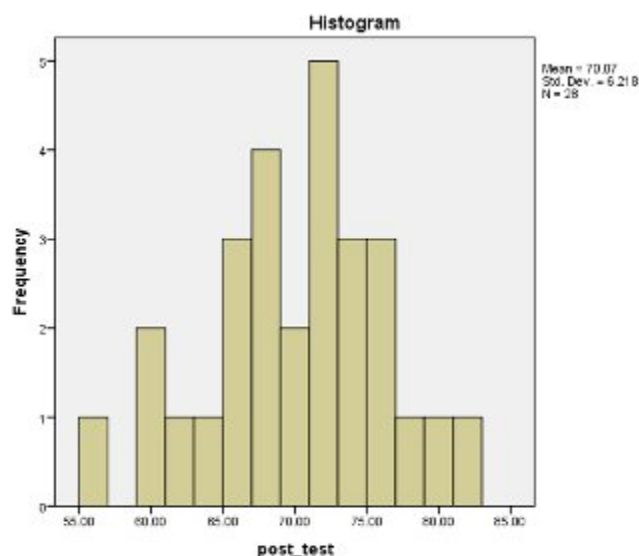


Figure 3
Result of the Post-Test in Control Class

Based on the figure 3, the mean of post test in control class was 70.07, standard deviation was 6.218, N was 28, median was 71.00, variance was 38.661, minimum score was 56 and maximum score was 82. It showed students' speaking ability in narrative after they got treatments.

4. Result of the Post Test in the Experimental Class

The writer also gave post test in control class to know students' speaking ability in narrative after the treatment. It was administered on Monday, January 21st 2019 at 08.00 a.m. the score of post test in experimental class were presented in figure 4.

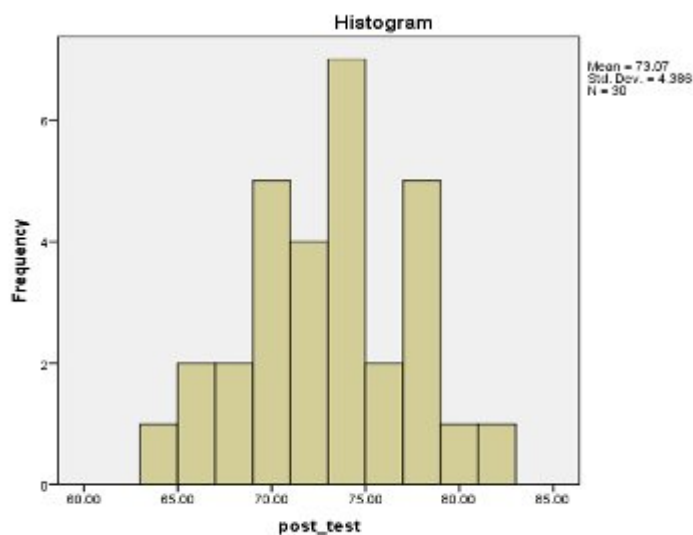


Figure 4
Result of the Post-Test in Experimental Class

Based on the figure 4, the mean of post test in experimental class was 73.07, standard deviation was 4.386, N was 30, median was 74.00, variance was 19.237, minimum score was 64 and maximum score was 82. It showed students' speaking ability in narrative after they got treatments.

5. Result of Normality Test

The normality test was used to know whether the data in experimental class and control class were normally distributed or not.

Hypothesis for normally test as follows:

H_0 : the data have normal distribution.

H_a : the data do not have normal distribution.

While the criteria of acceptance or rejection of normality test are as follows:

H_0 was accepted if $\text{sig} (P_{\text{value}}) > \alpha = 0.05$

H_a was accepted if $\text{sig} (P_{\text{value}}) < \alpha = 0.05$

Table 5
The Result of Normality Test of The Experimental and The Control Class

Tests of Normality							
	class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
gain_score	experimental class	.141	30	.129	.959	30	.292
	control class	.156	28	.078	.956	28	.280

a. Lilliefors Significance Correction

Based on the table above, it can be seen that Sig. $P_{(\text{value})}$ for experimental class was 0.292 and Sig. $P_{(\text{value})}$ for control class was 0.280 and $\alpha = 0.05$. it means that $\text{Sig.} (P_{\text{value}}) > \alpha$ and H_0 is accepted. The conclusion was the data in normal distribution. It was calculated based on the gain of the experimental and control class.

6. Result of Homogeneity Test

After the writer got the conclusion of normality test, the writer did the homogeneity test to know whether the data was homogeneous or not. The writer used Levene Test using SPSS version 16.

Hypothesis for homogeneity test are formulated as follows:

H_0 : the variances of the data were homogeneous.

H_a : the variances of the data were not homogeneous.

While the criteria for homogeneity test as follows:

H_0 was accepted if $\text{sig} (P_{\text{value}}) > \alpha = 0.05$

H_a was accepted if $\text{sig} (P_{\text{value}}) < \alpha = 0.05$

Table 6
The Result of Homogeneity Test of The Experimental and The Control Class

Test of Homogeneity of Variances			
gain_score			
Levene Statistic	df1	df2	Sig.
.024	1	56	.879

Based on the table above, it can be seen that Sig. (P_{value}) = 0.879 > α = 0.05. It means that H_0 was accepted because Sig. (P_{value}) = 0.879 > α = 0.05. The variances of the data were homogenous.

7. Result of Hypothetical Test

After the writer knew that the data were normal and homogenous, the data were analyzed by using independent sample t-test in order to know the significance of the treatment effect.

The hypotheses were:

H_a : there is significant influence of using role play technique towards students' speaking ability in narrative at the eight grade of SMP N 21 Bandar Lampung in the academic year of 2018/2019.

H_0 : there is no significant influence of using role play technique towards students' speaking ability in narrative at the eight grade of SMP N 21 Bandar Lampung in the academic year of 2018/2019.

While the criteria for acceptance and rejection of the hypotheses were:

H_0 was accepted if Sig. (P_{value}) > = 0.05

H_a was accepted if Sig. (P_{value}) < = 0.05

Table 7
The Result of Hypothetical Test

t	Df	Sig.(2-tailed)
2.079	54	.049

Based on the results obtained in the table above, it was that the value of significant generated Sig. (P_{value}) = 0.049 < α = 0.05. So, H_0 is rejected and H_a was accepted. Based on the computation, it can be concluded that there is a significant influence of using Role Play Technique towards Students' Speaking Ability in Narrative at the Eighth Grade at SMP Negeri 21 Bandar Lampung in the Academic Year of 2018/2019.

D. Discussion

Based on the result of the pre-test, the ability of students' speaking in narrative was lower than KKM of speaking. After Role play as technique was applied in experimental the class, the students' speaking ability in narrative was better than before. After getting the treatments and post-test was conducted, it was found that there were significant differences between the experimental class and the control class where the post-test score of the experimental class was higher than control class score. It could be seen from the mean in pre-test score of control class was 61 and in the post-test was 70.07 while the mean of pre- test score of experimental class was 63.40 and in the post-test was 73.07. It meant that the most improvement score of speaking was in the experimental class that using role play technique.

In teaching learning process, the writer used role play as technique during teaching speaking in narrative. Role play as technique made students interested,

enjoyable and fun in speaking lesson especially in narrative. It could be seen from the score of students how the used of role play as technique gave positive effects for students speaking ability in narrative. This finding indicated that using role play as technique was effective and supported by previous research that also stated using role play as technique was good and effective. It meant that it had an important role in teaching learning process. It answered the problem of the research which “Is there any significant influence of using role play technique towards students’ speaking ability in narrative of the eighth grade at SMP Negeri 21 Bandar Lampung?”

Role play as technique for teaching learning process was effective to improve the students’ speaking ability in narrative at eighth grade of SMP Negeri 21 Bandar Lampung. The students’ speaking ability was improved after they got treatment by Role Play. They were given opportunities to play a character in a group and perform it. They were given a lot of chances to spoke in English by playing a role in drama. After the performance, they got the evaluation from other group about their strength and weakness. It was useful for them to make a good performance in the next meeting. Time allocated for performing for each groups should be increased so every students can more explore their creativity and express their imagination became an ac out in performing. The teacher should became a good facilitator for the students, especially when the students confused about the material. The school should support the teaching learning process especially the tools to support the material. Indirectly, Role Play technique made the students spoke better about narrative and felt more confident to spoke in English.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

At the end of the research, the post-test was given to measure the influence of using role play technique towards students' speaking ability in narrative in both classes after treatments done during the research. The mean score of post-test in experimental class was 73.07 and the mean score of post-test in control class was 69.93. It can be seen that the students' post-test score of speaking in experimental class was higher than students' in control class.

The result can be seen from sig (2-tailed) of equal variance assumed in the independent sample test table where the sig (2-tailed) is 0.493. It is higher than $\alpha = 0.05$ and it means that H_0 is rejected and H_a accepted.

Based on the result of the data analysis, the researcher concluded that there is significant influence of using role play technique towards students' speaking ability in narrative at the eighth grade at SMP Negeri 21 Bandar Lampung in the academic year of 2018/2019.

B. Sugestion

Based on the research finding, the researcher tried to give some suggestion after finishing this research. The suggestion are as follow:

1. For the English Teacher

- a. As the teachesr, they have to understand what the students' need, especially in speaking. They must also know their difficulties, problems from the students and the way to solve them.
- b. The teacher should give more chances to the students to be more active in class, share their ideas, and make fun situation so the students' feel enjoyable in teaching learning process.

- c. The teacher can apply Role Play as a technique in the teaching learning process as the alternative way to teach speaking..
- d. The teacher must be creative so it can make an enjoyable, innovative teaching learning process used role play technique and made the students will pay attention more and make less of noisy in the class.
- e. The teacher should have a good act out because it will support the role play technique.
- f. The teacher should be a good communicator so can manage the situation in the class.

2. For the Students

- a. Role Play is the technique that can be used by the students in order to increase their speaking ability.
- b. The students should practice to speak the material that they had learned in the class with their friends.
- c. The students should understand the words that they speak so indirectly they can speak it and know how to pronounce it in good way.
- d. The students have to try more to speak in English in the class with their friends .
- e. The students have to pay attention more to the teacher in teaching learning process.

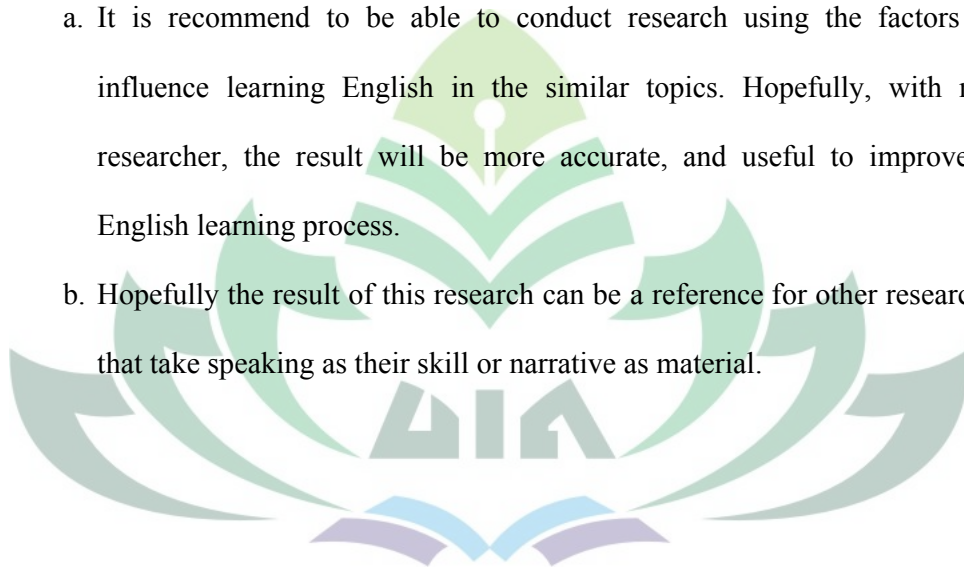
3. For the School

- a. It should facilitate the teachers to be successful teachers who have to achieve the best result of their students' learning.

- b. It will be better if the school give extra time for English lesson to enhance the students' speaking ability in English. The material should be different from the teaching learning in the class.
- c. The school can provide the tools for support the teaching learning process that related to the material on syllabus. So the students can explore their creativity in teaching learning process.

4. For the Other Researcher

- a. It is recommend to be able to conduct research using the factors that influence learning English in the similar topics. Hopefully, with more researcher, the result will be more accurate, and useful to improve the English learning process.
- b. Hopefully the result of this research can be a reference for other researchers that take speaking as their skill or narrative as material.



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Appendix 1

Students' score of speaking at the eight grade of SMP N 21 Bandar Lampung Class: VIII A

No	Nama	L/P	Nilai
1	ADHITYA WIJAYA	L	80
2	AINI RAMANTYA KHADIFA	P	74
3	ALVARIAN L TOBING	L	66
4	ALYA SELSA MEYRISKA	P	78
5	AMALIA SYAFUTRI	P	68
6	ANDARA RAMADHAN	L	70
7	ANDREA	P	74
8	ANGGIE MELISA MARTA BATUBARA	P	74
9	ANNISA MAYDIYANTI	P	84
10	ASWAR PRASETYO	L	84
11	BAGAS LUKI PRATAMA	L	76
12	BIMO ADI WIBOWO	L	50
13	DIMAS ARIANTO NUGROHO	L	56
14	EKO SUKMA JAYA SM	L	56
15	FADILAH NUR SAFITRI	P	62
16	FARHAN NUR RAHMAD	L	62
17	FRISKA TRIANI PUTRI	P	78
18	FUJI FATIMAH	P	62
19	INE RATU HERLINA	P	66
20	ISNU DERY RAMADHAN	L	74
21	KELVIN ANDREANSYAH	L	66
22	LAKSMI MILANIA TOYIBAH	P	74
23	M. APRIAJI ABHIRAMA	L	64
24	M. RENDY RUSDIANA	L	58
25	M. RONALD CAHYADI	L	64
26	MAGHFIRA MUTHIA AZZAHRA	P	64
27	MEISSY WIRANSYA VIRGINIA	P	60
28	MOHAMMAD AFIEF ASYARITO	L	70
29	MUHAMMAD NASRULLOH	L	68
30	MUHAMMAD SULTHAN ANWAT	L	70
31	MUTIA DWI RAMADHANI	P	62
32	NADIA AFTIRAH	P	64
Rata-rata			68

Students' score of speaking at the eight grade of SMP N 21 Bandar Lampung Class: VIII B

No	Nama	L/P	Nilai
1	ACHMAD DHANI ERLANGGA	L	78
2	ADI PATRA	L	78
3	ADINDA ZAHRO ROSYAADAH	P	76
4	ALHAFIDZ IRSYAD	L	84
5	ANISAH NADIRA NASUTION	P	64
6	ARHDIYAL FITHRI	P	72
7	ARINDA VANIA ADELIA	P	80
8	BIANCA AMARTYA	P	82
9	DAFFA DZAKY ALHAZY	L	76
10	DAVA AFRILIZA PUTRI	P	70
11	DEFFA LIONATA	P	78
12	DWISCHA ADE KINANTI	P	72
13	DYANDRA MAHARANI	P	70
14	ELLEN CALLISTA ANGELICA	P	66
15	FIGY MARSELLA AULIA	P	78
16	IBNU SUTOWO	L	74
17	IMAM MAULANA	L	72
18	IRVAN PANGESTU	L	70
19	JELSI FATRIA KURNIA	L	80
20	JIHAN LUTHFI ANISAH	P	80
21	KHOTOB ROZIAN AHMAD	L	84
22	KRISNA ARYADUTA	L	74
23	LADY FIRNIDA ANTAVIA	P	72
24	M. ERI AGUSTIAN	L	80
25	MARSHA PUTRI SAVIRA	P	76
26	MARWA DEA UTAMI	P	74
27	MUHAMMAD DEWA PRATAMA	L	78
28	M. RAFI PUTRA TRIWIBOWO	L	84
29	NABILA DIAN ANGGRAINI	P	54
30	NAUFAL AMMAR FADHULROHMAN	L	64
31	RADHITYA FRIYATAMA EMRU	L	66
32	RAIHAN GIDANT SALSABILA	P	74
Rata-rata			74

Students' score of speaking at the eight grade of SMP N 21 Bandar Lampung Class: VIII C

No	Nama	L/P	Nilai
1	AJI MERDIANSYAH	L	66
2	ALMER JAVIER RAFI	L	78
3	BELLA SABILLA	P	54
4	BERLIANA MARDOVA	P	68
5	BIMA RACHMAT SETIAWAN	L	66
6	CINDY CHOTIMAH	P	78
7	DHELLA ANNISA REFORMA	P	72
8	DIKA HAFIZ' ARSY	L	82
9	DINDA RIZKY PATRICIA	P	76
10	DINDA WIDIA PUTRI	P	50
11	DISNA EZA SHELIA	P	68
12	DONI BILGA KS	L	78
13	DWI KHAFIFAH	P	56
14	GHINA SALSABILA	P	60
15	GUNTUR SYAHPUTRA	L	50
16	HARDI FERNANDA	L	78
17	INDY FIRDAROSA RAMADHANI	P	76
18	JENNI KARINA BINTANG	P	76
19	M. FERDIA YAHYA	L	58
20	MELY YANA SARI	P	78
21	MONICA VINY ANGRAINI	P	62
22	MUHAMMAD AFFANDI	L	54
23	MUHAMMAD GUNTUR ALAM	L	78
24	MUHAMMAD RIDHO FEBY FIRNANDA	L	60
25	MUHAMMAD ROFIQ	L	72
26	NABILA FARAH SEPTINA	P	72
27	PUTU ARYA INDIRA PRAMESWARI	P	60
28	RACHEL ADELLA FERNINDA	P	56
29	RAHMAH RIZKI HASANAH	P	56
30	REFI ANDREA FEBRIANTI	P	66
31	RIDHO YANUAR MU'ARIF	L	64
32	RIFKI ALPIZAR	L	64
Rata-rata			67

**Students' score of speaking at the eight grade of SMP N 21 Bandar Lampung Class:
VIII D**

No	Nama	L/P	Nilai
1	APRILIA ANDIENA C	P	68
2	BAYU PRASETYO	L	72
3	DWI SUSANTI	P	66
4	GISSEA MAYINI	P	60
5	IKHSAN NASRURY	L	62
6	ISTI MASITOH	P	56
7	JENI FERLIANI	P	64
8	KEVIN SETIAWAN	L	68
9	LALA LISTIA NINGRUM	P	62
10	M. ARLI ZANDI PRATAMA	L	58
11	M. FAJRIL SAPUTRA	L	66
12	M. MAULANA ARDIKA R.	L	50
13	M. RIZKI SAPUTRA	L	52
14	MADE AULIA ANANDA P.	P	52
15	MAYA SANTIKA	P	54
16	MICHA DAMAYANTI	P	70
17	MUHAMMAD AGSYA B.	L	68
18	MUHAMMAD RIZKI R.	L	60
19	NAFISA AGESTI	P	52
20	NAZRIL IRHAM WIRANATA	L	70
21	NURHALISA FITRIYANI	P	64
22	RAIHANA PUTRI OLLYVIA	P	66
23	RESTAN BAYU SAMUDRO	L	66
24	SHAFa UNIQUE LAKSITASARI	P	66
25	SHELLA PRATISARA ANJANI	P	72
26	YOGI ASRIAN NUGRAHA	L	66
27	ZAKI MAULANA	L	62
28	ZESIKA AFNI ANGGRAINi	P	58
Rata-rata			63

Students' score of speaking at the eight grade of SMP N 21 Bandar Lampung Class: VIII E

No	Nama	L/P	Nilai
1	AHMAT SETIAJI	L	82
2	APRIANSYAH ROSADI	L	76
3	AYU CHASSITA	P	78
4	BAYU PRATAMA	L	78
5	FLORA CANTIKA	P	78
6	GILANG ARDIANSYAH	L	78
7	GITA MELIANA	P	78
8	HADE MANAH	P	78
9	HESTIKA SARI	P	78
10	INDAH DWI APRIYANI	P	78
11	INDRA PUTRA PRATAMA	L	80
12	KHAILA INDRIYA PUTRI	P	80
13	MUHAMMAD DANDA S.	L	80
14	MUHAMMAD RIDHO	L	80
15	NANDIAH SEPTIANA SARI	P	66
16	NASTYA KAREL MAHESA	P	68
17	NOVER RAMADANI	P	70
18	NURUL APRILIA	P	80
19	RIZKI OBIT FAJAR	L	66
20	RIZKI HARIYADI	L	82
21	SANDRINA RAMADANTI	P	76
22	SHOFFIYAH ZAHARA MAJID	P	62
23	TAUFIK KUROMAN	L	66
24	TEDYANSYAH ABDILLAH U. Q	L	68
25	TITA DESKA ADELIA	P	64
26	TYARA YULIAN PUTRI	P	78
27	WIJAYA KASUMA	L	80
28	WINDA LESTARI	P	72
29	YUSUF ISLAM IBNU BAHRI	L	74
Rata-rata			75

**Students' score of speaking at the eight grade of SMP N 21 Bandar Lampung Class:
VIII F**

No	Nama	L/P	Nilai
1	ADE NADIA PUTRI S.	P	70
2	ADITYA PUTRA PRATAMA	L	74
3	AHMAD AL-AZIZ	L	58
4	ALAN WIJAYA KUSUMA	L	56
5	ANGGA ADI ROHMADI	L	72
6	BEATA AMALIA ANDHEVA	P	70
7	BERLIN AULFA ARTHA 2	P	76
8	BIMO FIKHI DWI JAYANTO	L	74
9	DEA SELFIE TRESIA	P	72
10	DHEDHE DAMAR BEDOLAH	L	78
11	HENGKI KURNIAWAN	L	62
12	IKE NABILA YULISTIA N	P	74
13	IRFAN NICHOLAS ANGGARA	L	62
14	KHAERANIS NADILA PUTRI	P	82
15	M. AL. MUZAMMIL YUSUF	L	78
16	MUHAMMAD ABDULLAH	L	68
17	MUHAMMAD RAFLI S	L	52
18	MUHAMMAD SAPUTRA	L	54
19	MUTIARA AJENG PRATIWI	P	60
20	NABILA RAHMA SAGITA	P	80
21	NOVAL DIVA ANGGARA	L	74
22	OCTA GRACE V. PURBA	P	72
23	OKTAVIANI	P	72
24	PUJA ASMARA	P	70
25	RAENALDY APRIZA MAULANA	L	76
26	RIBKA SARINA P.M.	P	82
27	SELLY KHOIRUNNISA	P	78
28	SIFA FARADILLA	P	78
29	TIO PARAWANTO SARAGIH	L	78
30	VANIE RAHMASARI PUTRIL	P	76
Rata-rata			71

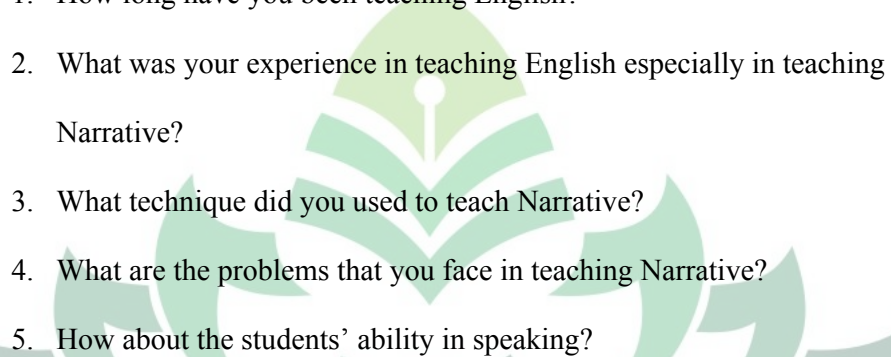
**Students' score of speaking at the eight grade of SMP N 21 Bandar Lampung Class:
VIII G**

No	Nama	L/P	Nilai
1	ALISYA SALSABILA	P	66
2	ALLI SODIKIN	L	72
3	BELLA ANIS SAPUTRI	P	68
4	BUNGA KARTI SEKARWANGI	P	66
5	DAVID HEZKIEL	L	64
6	DESI ANGGRAINI	P	72
7	DHEA OCTARIA	P	60
8	DONY FIRMANS	L	64
9	INDAH SILVIANA	P	62
10	INTAN MARLIDA	P	76
11	JESSEN PUTRA PERDANA	L	62
12	JOHAN MARANATA S	L	82
13	JOSHUA RICHARD REFAN S.	L	80
14	JOVANDA ZAKYAN	L	74
15	LEDI DIANA	P	80
16	M. ARIF MANDALA PUTRA	L	82
17	M. IQBAL AL KHUMAIDI	L	80
18	MAULIDIA SILVIA NURVITA	P	80
19	MASYURI	P	74
20	MUHAMMAD RAMADHAN	L	72
21	MUHAMMAD RISKY	L	72
22	MUTIARA ANGGRAENI	P	72
23	MUTIAARA NURLATIPA S.	P	78
24	NABILA SERINAZELLY V.P	P	74
25	NAUFAL DWI HATMOKO	L	72
26	PUTRI INDAH SARI	P	76
27	RUDI PANDI SALAM	L	70
28	RUTH GITA DWI ALFIANA	P	76
29	STEFANY APRILIA Y.	P	76
30	WULANDARI	P	78
Rata-rata			73

Appendix 2

The Interview for the Teacher

Day/Date : Tuesday, 7th November 2017
Place : SMP N 21 Bandar Lampung
Interviewer : Alif Ahmad Fanani
Interviewer : Hendro Hermansyah, S.Pd

1. How long have you been teaching English?
 2. What was your experience in teaching English especially in teaching Narrative?
 3. What technique did you used to teach Narrative?
 4. What are the problems that you face in teaching Narrative?
 5. How about the students' ability in speaking?
- 

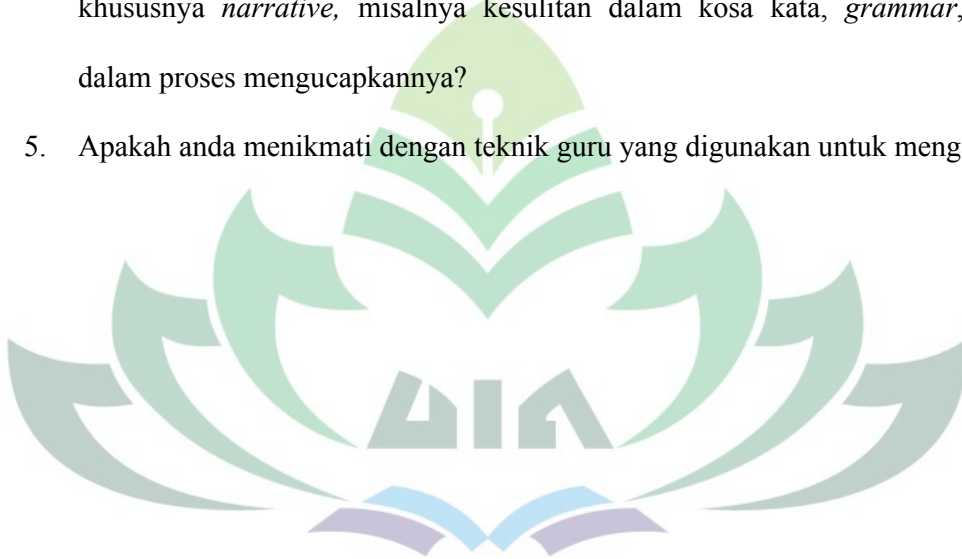
The Result of Interview for English Teacher

No	Question	Answer	Conclusion
1	How long have you been teaching English?	I have been teaching English since 2005	the teacher have been teaching English for long time
2	What was your experience in teaching English especially in teaching speaking narrative text?	I do not have specific experience in teaching speaking narrative. I just explained to them what narrative text based on the textbook. I give the example and the students to do the exercise.	The teacher only explain by the textbook in teaching speaking narrative text. As the result the teacher should vary the ways to make class more interactive.
3	What technique did you used to teach narrative?	I use dialogue memorization technique.	The teacher used dialogue memorization technique in teaching narrative
4	What are the problems that you face in teaching narrative	My problem is come when the students are difficulty of expressing ideas in narrative because lack knowledge of vocabularies and low about grammar. And monotonous media that I use to balanced their era which close to technology and time allocated for speaking and related to HOTS.	The problem that teacher faced in teaching speaking: the students were difficulty of expressing ideas because generally they have lack on vocabulary and the grammar, and media to support the teaching learning process.
5	How is the students' ability in speaking?	The students' ability in speaking is low especially in narrative. It is because the students still find difficulties when they speak. They feel shy and doubt that the words are incorrect.	The students' ability in speaking is low.

Appendix 3

The Interview for the Students

1. Apakah anda menyukai pelajaran bahasa inggris?
2. Apakah anda memiliki kesulitan saat mempelajari *speaking skill*?
3. Apakah anda sudah pernah belajar mengenai *narrative* sebelumnya?
4. Masalah apa sajakah yang anda hadapi saat berbicara dalam bahasa inggris, khususnya *narrative*, misalnya kesulitan dalam kosa kata, *grammar*, atau dalam proses mengucapkannya?
5. Apakah anda menikmati dengan teknik guru yang digunakan untuk mengajar?



The Result of Interview for Student

Student 1

No.	Question	Answer	Conclusion
1.	Apakah anda menyukai pelajaran bahasa Inggris?	Saya suka pelajaran bahasa inggris karena bagi saya bealajar bahasa inggris itu tidak membosankan dan menyenangkan	Students like English lessons because they think English is not boring and fun. However, students have limitations in mastering vocabulary and grammar so that students feel difficulty in learning especially in terms of speaking narrative text to overcome this, the teacher should be active and creative in the delivery of lessons.
2.	Apakah anda memiliki kesulitan saat mempelajari <i>speaking skill</i> ?	Ya.	The student has difficulties in learning speaking.
3.	Apakah anda sudah pernah belajar mengenai <i>speaking narrative text</i> sebelumnya?	Ya, pernah.	The student has learned narrative text.
4.	Masalah apa sajakah yang anda hadapi saat membaca sebuah teks dalam bahasa inggris, khususnya membaca sebuah <i>narrative text</i> , misalnya kesulitan dalam kosa kata, <i>grammar</i> , atau dalam proses membacanya?	Saya bingung saat membaca karena saya sulit untuk mengungkapkan ide, dan juga sedikit kosa kata yang saya ketahui, selain itu juga karena saya bosan dan tidak tertarik dengan teknik dalam kegiatan pembelajaran.	The student does not master the vocabulary, so they are confuse to write something, it is described their speaking ability is still low. So the student needs to learn more and memorize more some vacabularies that commonly used.
5.	Apakah anda menikmati dengan teknik guru yang digunakan untuk mengajar?	Tidak, saya tidak menikmati. Karena guru tidak menerapkan teknik mengajar yang menarik jadi saya merasa bosan dan tidak tertarik.	The students are not interested for teaching technique in speaking so that the students feel bored and uninterested so, they cannot make a good product in speaking.

Student 2

No.	Question	Answer	Conclusion
1.	Apakah anda menyukai pelajaran bahasa inggris?	Ya saya suka pelajaran bahasa inggris.	Based on interview of student, he likes English lessons.
2.	Apakah anda memiliki kesulitan saat mempelajari <i>speaking skill</i> ?	Ya.	The student has difficulties in learning speaking.
3.	Apakah anda sudah pernah belajar mengenai <i>speaking narrative text</i> sebelumnya?	Ya, pernah.	The student has learned narrative text.
4.	Masalah apa sajakah yang anda hadapi saat membaca sebuah teks dalam bahasa inggris, khususnya membaca sebuah <i>narrative text</i> , misalnya kesulitan dalam kosa kata, <i>grammar</i> , atau dalam proses membacanya?	Saya bingung saat membaca karena sedikit kosa kata yang saya ketahui dan ragu apakah <i>grammar</i> saya benar atau tidak.	The student does not master the vocabulary, so they are confuse to write something, it is described their speaking ability is still low. So the student needs to learn more and memorize more some vocabularies that commonly used. And improve their grammar
5.	Apakah anda menikmati dengan teknik guru yang digunakan untuk mengajar?	Tidak, saya tidak menikmati. Karena guru tidak menerapkan teknik mengajar yang menarik jadi saya merasa bosan dan tidak tertarik.	The students are not interested for teaching technique in speaking so that the students feel bored and uninterested so, they cannot make a good product in speaking.

Student 3

No.	Question	Answer	Conclusion
1.	Apakah anda menyukai pelajaran bahasa inggris?	Saya suka pelajaran bahasa inggris karena bagi saya bealajar bahasa inggris itu tidak membosankan dan menyenangkan	Students like English lessons because they think English is not boring and fun. However, students have limitations in mastering vocabulary and grammar so that students feel difficulty in learning especially in terms of speaking narrative text. To overcome this, the teacher should be active and creative in the delivery of lessons.
2.	Apakah anda memiliki kesulitan saat mempelajari <i>speaking skill</i> ?	Ya.	The student has difficulties in learning speaking.
3.	Apakah anda sudah pernah belajar mengenai <i>speaking narrative text</i> sebelumnya?	Ya, pernah.	The student has learned narrative text.
4.	Masalah apa sajakah yang anda hadapi saat membaca sebuah teks dalam bahasa inggris, khususnya membaca sebuah <i>narrative text</i> , misalnya kesulitan dalam kosa kata, <i>grammar</i> , atau dalam proses membacanya?	Saya ragu akan grammar dan pengucapan saya ketika berbicara tentang naratif atau bahasa inggris tanpa teks apakah itu benar atau tidak	The students have to improve the grammar and practice to improve their confidence to speak English.
5.	Apakah anda menikmati dengan teknik guru yang digunakan untuk mengajar?	Sebenarnya saya menikmati akan tetapi guru terlalu monoton mungkin karena semua yang kami pelajari ada di buku,	The students are not interested for teaching technique in speaking because it is monotonous. So the teacher should use an creative technique and way in teaching speaking

Conclusion :

No.	Question	Conclusion
1.	Apakah anda menyukai pelajaran bahasa inggris?	Murid menyukai pelajaran bahasa Inggris.
2.	Apakah anda memiliki kesulitan saat mempelajari <i>speaking skill</i> ?	Murid memiliki masalah dalam kemampuan berbicara.
3.	Apakah anda sudah pernah belajar mengenai <i>speaking narrative text</i> sebelumnya?	Murid sudah pernah belajar tentang naratif.
4.	Masalah apa sajakah yang anda hadapi saat membaca sebuah teks dalam bahasa inggris, khususnya membaca sebuah <i>narrative text</i> , misalnya kesulitan dalam kosa kata, <i>grammar</i> , atau dalam proses membacanya?	Murid memiliki masalah dalam vocabulary, grammar. Murid masih bingung tentang pengucapan mereka benar atau tidak. Lalu teknik dari guru juga sedikit mempengaruhi minat siswa.
5.	Apakah anda menikmati dengan teknik guru yang digunakan untuk mengajar?	Murid merasa bosan dengan proses belajar mengajar. Hal ini karena kegiatan terpaku pada buku cetak yang sudah ada.

Appendix 4

SILABUS PEMBELAJARAN

SEKOLAH : SMP NEGERI 21 Bandar Lampung

KELAS : VIII

MATA PELAJARAN: BAHASA INGGRIS

KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 :Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi dasar	Materi Pembelajaran	Kegiatan pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Memahami fungsi sosial, struktur teks, dan unsur	Teks naratif, berbentuk fabel pendek dan sederhana	Mengamati <ul style="list-style-type: none">Siswa membaca beberapa fabel, pendek dan	KRITERIA PENILAIAN <ul style="list-style-type: none">Tingkat pemahaman	8x40 menit	<ul style="list-style-type: none">Buku Teks wajibKeteladan ucapan dan tindakan guru

<p>kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya</p> <p>4.11 Menangkap dan mengungkapkan makna teks naratif secara lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya</p>	<p>Fungsi sosial</p> <p>Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.</p> <p>Struktur text (gagasan utama dan informasi rinci)</p> <p>a. Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi).</p> <p>b. Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita.</p> <p>c. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)</p> <p>d. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih</p> <p>e. Memberikan alasan atau</p>	<p> sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.</p> <ul style="list-style-type: none"> • Siswa membaca, mengungkapkan dan mendengarkan fabel tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap fabel tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap fabel tersebut..</p> <p>Mengumpulkan</p>	<p>fungsi sosial teks naratif berbentuk fabel, pendek dan sederhana.</p> <ul style="list-style-type: none"> • Tingkat kelengkapan dan keruntutan pemahaman isi pesan fabel. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya 	<p>menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat.</p> <ul style="list-style-type: none"> • Contoh teks dari sumber yang otentik • Sumber dari internet seperti: <p>- www.dailyenglish.com</p> <p>- http://americanenglish.state.gov/files/americanenglish/resourcefile</p> <p>- http://learningenglish.britishcouncil.org/en</p> <p>- https://www.google.com/</p>
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	<p>komentar umum (reorientasi), opsional.</p> <p>Unsur kebahasaan</p> <p>(1) Tata bahasa: Simple Past tense, Past Continuous Tense</p> <p>(2) Kalimat langsung dan tidak langsung</p> <p>(3) Kosakata: tokoh binatang dalam fabel, tempat dan benda-benda terkait tokoh</p> <p>(4) Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dsb.</p> <p>(5) Adverbia dan frasa preposisional penunjuk waktu: <i>a long time ago, one day, in the morning, the next</i></p>	<p>Informasi</p> <ul style="list-style-type: none"> • Secara kolaboratif, siswa mencari dan mengumpulkan beberapa fabel pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Siswa membaca lalu mengungkapkan hasil rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari fabel. • Siswa membaca semua fabel yang telah terkumpul tsb., secara lebih cermat lalu mengungkapkan nya dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> - fungsi sosial setiap teks - tokoh, tempat, 	<p>diri yang menyertai tindakan memahami isi pesan fabel.</p> <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Menganalisis isi pesan fabel.</p> <p>Observasi:</p> <p>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa berusaha memahami dan menganalisis isi pesan fabel pendek dan sederhana. • Observasi 		
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	<p><i>day, immediately, dsb.</i></p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan</p> <p>Topik</p> <p>Cerita yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<p>waktu, terjadinya cerita</p> <ul style="list-style-type: none"> - krisis yang terjadi terhadap tokoh - akhir cerita di mana krisis berakhir - komentar atau penilaian umum tentang fabel (opsional, jika ada) - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa fabel yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, 	<p>terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</p> <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menganalisis fabel, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca teks yang menuntut pemahaman</p>		
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		<p>dan unsur kebahasaan yang digunakan dalam fabel yang mereka baca.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyampaikan beberapa fabel pendek dan sederhana yang telah dibacanya kepada teman-temannya, dengan cara antara lain, menceritakan, membacakan, menyalin dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi fabel, dsb. Siswa berupaya membaca atau menceritakan secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan 	<p>tentang fabel.</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan hasil analisis tentang beberapa fabel yang telah dibuat. Lembar soal dan hasil tes 		
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		<p>rapi.</p> <ul style="list-style-type: none"> Siswa membicarakan permasalahan yang dialami dalam memahami fabel dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 			
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Mengetahui
Kepala Sekolah SMP N 21 Bandar Lampung

Hj. Yuliati, S.Pd., MM
NIP.19611112 198110 2 001

Bandar lampung, 2019
Guru Mapel Bahasa Inggris,

Hendro Hermansyah, S.Pd.
NIP.19840601 201407 1 002

Appendix 5

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) Experimental Class

Sekolah : SMP N 21 Bandar Lampung
Mata pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2
Materi Pokok : Narrative Text
Alokasi waktu : 2 x 40 menit
Pertemuan Ke : 1

A. Kompetensi Inti

- KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 :Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
- 4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya

C. Indikator Pencapaian

- 3.1.1 Siswa dapat mengungkapkan secara lisan teks mengenai naratif sesuai dengan konteks penggunaannya
- 3.1.2 Siswa dapat menemukan berbagai macam teks naratif tentang fabel dari berbagai sumber
- 3.1.3 Siswa dapat mengidentifikasi gagasan utama, informasi rinci, dan informasi tertentu yang menggunakan ungkapan teks naratif berbentuk fabel.
- 4.18.1 Siswa dapat bertanya dan menjawab secara lisan berbagai informasi yang terdapat dalam teks naratif..
- 4.18.2 Siswa dapat melakukan dialog pendek dalam bentuk naratif.
- 4.18.3 Siswa dapat menceritakan ulang hasil membaca beberapa teks naratif dan mempresentasikannya secara sederhana sesuai topik.

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

- 1. Berkomunikasi dalam bahasa Inggris secara lisan untuk menjalin hubungan interpersonal dan transactional dengan guru, teman dan orang-orang di sekitarnya tentang bagaimana menjelaskan secara rinci dan akurat tentang teks naratif tentang fabel sederhana dengan menggunakan struktur teks yang runtut dan unsure kebahasaan yang benar.
- 2. Menanggapi pertanyaan yang diberikan guru berdasarkan penampilan dari teman sekelasnya

3. Mengidentifikasi informasi rinci, pesan dan isi kandungan dari teks naratif secara akurat

E. Materi Pembelajaran

Rabbit And Turtle

One day, in the deep forest, a rabbit run so fast. He was boasting how fast he could run. And in the near of river, he met with turtle. He was laughing at the turtle for being so slow. The rabbit was surprised, the turtle challenged him to a race. The rabbit laugh so loud. The rabbit thought this was a good joke and accepted the challenge. And the fox was chose to be the umpire of the race.

Next day, every animals saw the race. As the race began, the rabbit raced away ahead of the turtle, just like everyone thought. The rabbit got to the halfway point and could not saw the turtle anywhere. He felt so tired and hot, so he decided to stop and tke a short nap under a tree. Even if the turtle passed him, he would be able run to the finish line ahead of the turtle. And at the same time, the turtle kept walking step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he thought and woke up. He could not see the turtle anywhere. He went at full speed to the finish line but founmd the turtle waiting for him.

F. Metode Pembelajaran

Role Play Technique

G. Langkah-langkah kegiatan pembelajaran

No	Kegiatan	Alokasi waktu
1.	Kegiatan Awal - Siswa mengucapkan salam kepada guru dan doa bersama-sama - Siswa dicek kehadiran dan kesiapan belajar baik secara	20 Menit

	<p>fisik maupun psikologi oleh guru</p> <ul style="list-style-type: none"> - Siswa diberi motivasi belajar oleh guru - Siswa diberi brainstorming berupa pertanyaan yang sesuai dengan materi yang disampaikan oleh guru - Siswa dijelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. - Siswa dibuat berkelompok secara acak oleh guru. 	
	<p>Kegiatan inti</p> <p>Mengamati</p> <ul style="list-style-type: none"> • siswa menyimak penjelasan dari guru tentang teks naratif tentang fabel sederhana. • Siswa bergantian menirukan teks tentang fabel sederhana dipandu oleh guru. <p>Mempertanyakan</p> <ul style="list-style-type: none"> • Siswa bertanya jawab sesuai dengan teks naratif tentang fabel sederhana. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • siswa diminta oleh guru untuk melakukan pengamatan terkait teks naratif. • siswa dibagikan lembar kerja oleh guru. • Siswa secara berkelompok berbagi peran dalam materi yang mereka dapatkan <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Setiap kelompok diberikan batas waktu untuk memerankan topik yang mereka dapat pada saat penampilam. • Setiap kelompok memberikan komentar langsung berupa kekurangan dan kelebihan kelompok yang telah 	<p>40 menit</p>

tampil.	
Mengomunikasikan <ul style="list-style-type: none"> • Setiap kelompok memberikan umpan balik atas materi yang baru di pelajari. 	
Kegiatan Akhir <ul style="list-style-type: none"> - Guru memberikan kesimpulan secara umum tentang apa saja yang mungkin menjadi kekurangan siswa dalam memerankan peran yang di dapatkan. - Siswa dengan bimbingan guru menyimpulkan materi pembelajaran. - Siswa diberikan umpan balik langsung tentang pekerjaan siswa oleh guru. - Siswa diminta untuk mempersiapkan penampilan untuk pertemuan selanjutnya - Siswa dan guru mengakhiri kegiatan pembelajaran dengan berdoa bersama-sama. - Siswa mengucapkan salam kepada guru. 	

H. Sumber dan Media

Sumber : kementrian Pendidikan dan Kebudayaan. 2013. Bahasa inggris, *When English Rings the Bell*. Jakarta: Politeknik Negri Media Kreatif

I. Penilaian

Teknik	: Lisan dan teks
Bentuk	: Peran dan lisan
Instrument	: Berbicara (menjelaskan tentang fabel)

J. Penilaian

Scoring Rubric

1. Pronunciation

NO	Criteria	Rating Score	Comments
1	Excellent	5	Has few traces of foreign language accent.
2	Very good	4	Can be understood and sometime use a certain accent.
3	Good	3	Pronunciations problem necessities, concentration listening, occasionally lead to misunderstanding.
4	Average	2	Very hard to understanding because of pronunciation problem, most frequently by ask to repeat.
5	Poor	1	Pronunciation problem to serve as to make speech virtually unintelligible.

2. Grammar

NO	Criteria	Rating Score	Comments
1	Excellent	5	Make few (if any) noticeable errors of grammar and word order.
2	Very good	4	Occasionally makes grammatical and word order errors that do not, however meaning.
3	Good	3	. Make frequent errors of grammar and word order, which occasionally obscure meaning
4	Average	2	Grammar and word order errors make comprehension difficult, must often rephrases sentences and or set rich him to basic pattern
5	Poor	1	Errors in grammar and word order, so much as to make speech quite hard to

			understand
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3. Vocabulary

NO	Criteria	Rating Score	Comments
1	Excellent	5	Use of vocabulary and idioms is virtually that of native speakers.
2	Very good	4	Sometime use inappropriate terms and must rephrase ideas because of lexical inadequacies.
3	Good	3	Frequently use the wrong words conversation somewhat limited because of inadequate vocabulary.
4	Average	2	Misuses of word and very limited vocabulary makes comprehension quite difficult.
5	Poor	1	Vocabulary limitation so extreme as to make conversation virtually impossible.

4. Fluency

NO	Criteria	Rating Score	Comments
1	Excellent	5	Speech as fluency and efforts as that of native speakers.
2	Very good	4	Speed of speech seems to be slightly affected by language problem.
3	Good	3	Speed and fluency are rather strongly affected by language problem.
4	Average	2	Usually hesitant, often forced into silence by language limitation.
5	Poor	1	Speech so halting fragmentary as to make conversation virtually impossible.

5. Comprehension

NO	Criteria	Rating Score	Comments
1	Excellent	5	Appears to understanding everything without difficulty.
2	Very good	4	Understanding nearly everything at normal repetition maybe necessary.
3	Good	3	Understand most of what is said is slower than normal speed without repetition,
4	Average	2	Has great difficulty following what is said can be comprehended spoken slowly and with frequent repetition.
5	Poor	1	Cannot be said to understand even simple conversation English.

- Nilai siswa = skor siswa x 2

- Contoh = 36 x 2
= 72

Guru Bahasa Inggris,

Bandar Lampung, 2018
Mahasiswa Peneliti,

Hendro Hermansayah, S.Pd
NIP.19840601 201407 1 002

Alif Ahmad Fanani
NPM. 1411040012

Mengetahui,
Kepala SMP N 21 Bandar lampung

Hj. Yuliati, S.Pd., MM.
NIP.19611112 198110 2 001

Appendix 5

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) Experimental Class

Sekolah : SMP N 21 Bandar Lampung
Mata pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2
Materi Pokok : Narrative Text
Alokasi waktu : 2 x 40 menit
Pertemuan Ke : 2

A. Kompetensi Inti

- KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 :Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
- 4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya

C. Indikator Pencapaian

- 3.1.1 Siswa dapat mengungkapkan secara lisan teks mengenai naratif sesuai dengan konteks penggunaannya
- 3.1.2 Siswa dapat menemukan berbagai macam teks naratif tentang fabel dari berbagai sumber
- 3.1.3 Siswa dapat mengidentifikasi gagasan utama, informasi rinci, dan informasi tertentu yang menggunakan ungkapan teks naratif berbentuk fabel.
- 4.18.1 Siswa dapat bertanya dan menjawab secara lisan berbagai informasi yang terdapat dalam teks naratif..
- 4.18.2 Siswa dapat melakukan dialog pendek dalam bentuk naratif.
- 4.18.3 Siswa dapat menceritakan ulang hasil membaca beberapa teks naratif dan mempresentasikannya secara sederhana sesuai topik.

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

- 1. Berkomunikasi dalam bahasa Inggris secara lisan untuk menjalin hubungan interpersonal dan transactional dengan guru, teman dan orang-orang di sekitarnya tentang bagaimana menjelaskan secara rinci dan akurat tentang teks naratif tentang fabel sederhana dengan menggunakan struktur teks yang runtut dan unsure kebahasaan yang benar.
- 2. Menanggapi pertanyaan yang diberikan guru berdasarkan penampilan dari teman sekelasnya

3. Mengidentifikasi informasi rinci, pesan dan isi kandungan dari teks naratif secara akurat

E. Materi Pembelajaran

The Ant and The Dove

One hot day, an ant was seeking for some water. After walking around for a moment, ant found a spring. To reached the spring, she had to climbed up a blade of grass. While making her way up, she slipped and fell into the water. She was tried to swim so the ant wasn't sunk into deep water. But he lost so much energy. A dove was flew away to a tree over the water. He heard a voice but he didn't knew where it came from. When he looked down, he saw the ant was in trouble. The dove took a leaf from a tree. And dropped it to the water near the ant. But the ant can't swam to get it. And the dove took a long stick, and aimed it to the ant. Then the ant moved towards the stick and climbed up there. Soon it was carried her safely to the land. A few days later, there was a hunter who was hunting in the wood. And after that he find a dove was on tree. he aimed gun to the dove and dove didn't realized it. The ant was realized what will hunter do. the ant quickly bit him on the heel. And hunter the shoot was missed. The dove was surprise and escaped from the tree. Feeling the pain, the hunter was run to his house. The ant saved the dove life.

F. Metode Pembelajaran

Role Play Technique

G. Langkah-langkah kegiatan pembelajaran

No	Kegiatan	Alokasi waktu
1.	Kegiatan Awal - Siswa mengucapkan salam kepada guru dan doa bersama-sama - Siswa dicek kehadiran dan kesiapan belajar baik secara fisik maupun psikologi oleh guru	20 Menit

	<ul style="list-style-type: none"> - Siswa diberi motivasi belajar oleh guru - Siswa diberi brainstorming berupa pertanyaan yang sesuai dengan materi yang disampaikan oleh guru - Siswa dijelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. - Siswa mempersiapkan untuk penampilan 	
	<p>Kegiatan inti</p> <p>Mengamati</p> <ul style="list-style-type: none"> • siswa menyimak penjelasan dari guru tentang kompetensi yang harus di capai. • Siswa bergantian menampilkan topik yang grup mereka dapat kan dan grup lain mengamati. <p>Mempertanyakan</p> <ul style="list-style-type: none"> • Siswa memberikan komentar tentang penampilan dari grup lain. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • siswa diminta oleh guru untuk melakukan pengamatan terkait penampilan dari grup lain sebagai refleksi <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Setiap kelompok diberikan batas waktu untuk memerankan topik yang mereka dapat. • Setiap kelompok memberikan komentar langsung kekurangan dan kelebihan kelompok yang sedang tampil dengan arahan guru. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Setiap kelompok memberikan pelajaran atau kesimpulan dari materi yang mereka dapatkan. 	<p>40 menit</p>

	<p>Kegiatan Akhir</p> <ul style="list-style-type: none"> - Guru memberikan kesimpulan secara umum tentang kekurangan siswa dalam memerankan peran yang di dapatkan. - Siswa dengan bimbingan guru menyimpulkan materi pembelajaran. - Siswa diberikan umpan balik langsung tentang pekerjaan siswa oleh guru. - Siswa diberi materi pembelajaran untuk pertemuan selanjutnya. - Siswa dan guru mengakhiri kegiatan pembelajaran dengan berdoa bersama-sama. - Siswa mengucapkan salam kepada guru. 	
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H. Sumber dan Media

Sumber : kementrian Pendidikan dan Kebudayaan. 2013. Bahasa inggris, *When English Rings the Bell*. Jakarta: Politeknik Negri Media Kreatif

I. Penilaian

Teknik	: Lisan dan teks
Bentuk	: Peran dan lisan
Instrument	: Berbicara (menjelaskan tentang fabel)

J. Penilaian

Scoring Rubric

1. Pronunciation

NO	Criteria	Rating Score	Comments
1	Excellent	5	Has few traces of foreign language accent.

2	Very good	4	Can be understood and sometime use a certain accent.
3	Good	3	Pronunciations problem necessities, concentration listening, occasionally lead to misunderstanding.
4	Average	2	Very hard to understanding because of pronunciation problem, most frequently by ask to repeat.
5	Poor	1	Pronunciation problem to serve as to make speech virtually unintelligible.

2. Grammar

NO	Criteria	Rating Score	Comments
1	Excellent	5	Make few (if any) noticeable errors of grammar and word order.
2	Very good	4	Occasionally makes grammatical and word order errors that do not, however meaning.
3	Good	3	. Make frequent errors of grammar and word order, which occasionally obscure meaning
4	Average	2	Grammar and word order errors make comprehension difficult, must often rephrases sentences and or set rich him to basic pattern
5	Poor	1	Errors in grammar and word order, so much as to make speech quite hard to understand

3. Vocabulary

NO	Criteria	Rating Score	Comments
1	Excellent	5	Use of vocabulary and idioms is virtually that of native speakers.
2	Very good	4	Sometime use inappropriate terms and must rephrase ideas because of lexical

			inadequacies.
3	Good	3	Frequently use the wrong words conversation somewhat limited because of inadequate vocabulary.
4	Average	2	Misuses of word and very limited vocabulary makes comprehension quite difficult.
5	Poor	1	Vocabulary limitation so extreme as to make conversation virtually impossible.

4. Fluency

NO	Criteria	Rating Score	Comments
1	Excellent	5	Speech as fluency and efforts as that of native speakers.
2	Very good	4	Speed of speech seems to be slightly affected by language problem.
3	Good	3	Speed and fluency are rather strongly affected by language problem.
4	Average	2	Usually hesitant, often forced into silence by language limitation.
5	Poor	1	Speech so halting fragmentary as to make conversation virtually impossible.

5. Comprehension

NO	Criteria	Rating Score	Comments
1	Excellent	5	Appears to understanding everything without difficulty.
2	Very good	4	Understanding nearly everything at normal repetition maybe necessary.
3	Good	3	Understand most of what is said is slower than normal speed without repetition,

4	Average	2	Has great difficulty following what is said can be comprehended spoken slowly and with frequent repetition.
5	Poor	1	Cannot be said to understand even simple conversation English.

- Nilai siswa = skor siswa x 2
- Contoh = 36 x 2
= 72

Guru Bahasa Inggris,

Bandar Lampung, 2019
Mahasiswa Peneliti,

Hendro Hermansayah, S.Pd
NIP.19840601 201407 1 002

Alif Ahmad Fanani
NPM. 1411040012

Mengetahui,
Kepala SMP N 21 Bandar Lampung

Hj. Yuliati, S.Pd., MM.
NIP.19611112 198110 2 001

Appendix 5

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) Experimental Class

Sekolah : SMP N 21 Bandar Lampung
Mata pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2
Materi Pokok : Narrative Text
Alokasi waktu : 2 x 40 menit
Pertemuan Ke : 3

A. Kompetensi Inti

- KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 :Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
- 4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya

C. Indikator Pencapaian

- 3.1.1 Siswa dapat mengungkapkan secara lisan teks mengenai naratif sesuai dengan konteks penggunaannya
- 3.1.2 Siswa dapat menemukan berbagai macam teks naratif tentang fabel dari berbagai sumber
- 3.1.3 Siswa dapat mengidentifikasi gagasan utama, informasi rinci, dan informasi tertentu yang menggunakan ungkapan teks naratif berbentuk fabel.
- 4.18.1 Siswa dapat bertanya dan menjawab secara lisan berbagai informasi yang terdapat dalam teks naratif..
- 4.18.2 Siswa dapat melakukan dialog pendek dalam bentuk naratif.
- 4.18.3 Siswa dapat menceritakan ulang hasil membaca beberapa teks naratif dan mempresentasikannya secara sederhana sesuai topik.

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Berkomunikasi dalam bahasa Inggris secara lisan untuk menjalin hubungan interpersonal dan transactional dengan guru, teman dan orang-orang di sekitarnya tentang bagaimana menjelaskan secara rinci dan akurat tentang teks naratif tentang fabel sederhana dengan menggunakan struktur teks yang runtut dan unsure kebahasaan yang benar.
2. Menanggapi pertanyaan yang diberikan guru berdasarkan penampilan dari teman sekelasnya

3. Mengidentifikasi informasi rinci, pesan dan isi kandungan dari teks naratif secara akurat

E. Materi Pembelajaran

The Ugly Duckling And New Friend

One upon time, a mother duck sat on her eggs. She felt tired of sitting on them. She just wished the eggs would break out. Several days later, she got her wish. The eggs cracked and some cute little ducklings appeared. However the largest egg had not cracked. The mother duck sat on it for several days. Finally, it cracked and a huge ugly duckling waddled out. The mother duck looked at him in surprise. He didn't look like the others at all..

When the mother duck brought the children to the pond for their first swimming lesson. The huge grey duckling splashed and paddled about just as nicely as the other ducklings did. "That is not a turkey chick. He is my very own son and quite handsome" the mother said proudly. However, the other animals didn't agree. They hissed and made fun of him day by day. Even his own sisters and brothers were very unkind.. One day, the ugly duckling run away and hid in the bushes. The sad duckling lived alone through the cold and snow winter.

Finally the spring flowers began to bloom. While he was swimming in the pond, he saw three large white swans swimming toward him. As the ugly duckling bent his neck to speak to them, he saw his reflection in the water. And proud to himself

A. Langkah-langkah kegiatan pembelajaran

No	Kegiatan	Alokasi waktu
1.	Kegiatan Awal <ul style="list-style-type: none"> - Siswa mengucapkan salam kepada guru dan doa bersama-sama - Siswa dicek kehadiran dan kesiapan belajar baik secara fisik maupun psikologi oleh guru - Siswa diberi motivasi belajar oleh guru - Siswa diberi brainstorming berupa pertanyaan yang 	20 Menit

	<p>sesuai dengan materi yang disampaikan oleh guru</p> <ul style="list-style-type: none"> - Siswa dijelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. - Siswa mempersiapkan untuk penampilan 	
	<p>Kegiatan inti</p> <p>Mengamati</p> <ul style="list-style-type: none"> • siswa menyimak penjelasan dari guru tentang kompetensi yang harus di capai. • Siswa bergantian menampilkan topik yang grup mereka dapat kan dan grup lain mengamati. <p>Mempertanyakan</p> <ul style="list-style-type: none"> • Siswa memberikan komentar tentang penampilan dari grup lain. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • siswa diminta oleh guru untuk melakukan pengamatan terkait penampilan dari grup lain sebagai refleksi <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Setiap kelompok diberikan batas waktu untuk memerankan topik yang mereka dapat. • Setiap kelompok memberikan komentar langsung kekurangan dan kelebihan kelompok yang sedang tampil dengan arahan guru. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Setiap kelompok memberikan pelajaran atau kesimpulan dari materi yang mereka dapatkan. 	40 menit
	<p>Kegiatan Akhir</p> <ul style="list-style-type: none"> - Guru memberikan kesimpulan secara umum tentang 	

	<p>kekurangan siswa dalam memerankan peran yang di dapatkan.</p> <ul style="list-style-type: none"> - Siswa dengan bimbingan guru menyimpulkan materi pembelajaran. - Siswa diberikan umpan balik langsung tentang pekerjaan siswa oleh guru. - Siswa dan guru mengakhiri kegiatan pembelajaran dengan berdoa bersama-sama. - Siswa mengucapkan salam kepada guru. 	
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B. Sumber dan Media

Sumber : kementrian Pendidikan dan Kebudayaan. 2013. Bahasa inggris, *When English Rings the Bell*. Jakarta: Politeknik Negri Media Kreatif

C. Penilaian

Teknik : Lisan dan teks
Bentuk : Peran dan lisan
Instrument : Berbicara (menjelaskan tentang fabel)

D. Penilaian

Scoring Rubric

1. Pronunciation

NO	Criteria	Rating Score	Comments
1	Excellent	5	Has few traces of foreign language accent.
2	Very good	4	Can be understood and sometime use a certain accent.
3	Good	3	Pronunciations problem necessities, concentration listening, occasionally lead to misunderstanding.

4	Average	2	Very hard to understanding because of pronunciation problem, most frequently by ask to repeat.
5	Poor	1	Pronunciation problem to serve as to make speech virtually unintelligible.

2. Grammar

NO	Criteria	Rating Score	Comments
1	Excellent	5	Make few (if any) noticeable errors of grammar and word order.
2	Very good	4	Occasionally makes grammatical and word order errors that do not, however meaning.
3	Good	3	. Make frequent errors of grammar and word order, which occasionally obscure meaning
4	Average	2	Grammar and word order errors make comprehension difficult, must often rephrases sentences and or set rich him to basic pattern
5	Poor	1	Errors in grammar and word order, so much as to make speech quite hard to understand

3. Vocabulary

NO	Criteria	Rating Score	Comments
1	Excellent	5	Use of vocabulary and idioms is virtually that of native speakers.
2	Very good	4	Sometime use inappropriate terms and must rephrase ideas because of lexical inadequacies.
3	Good	3	Frequently use the wrong words conversation somewhat limited because of inadequate vocabulary.
4	Average	2	Misuses of word and very limited vocabulary makes comprehension quite

			difficult.
5	Poor	1	Vocabulary limitation so extreme as to make conversation virtually impossible.

4. Fluency

NO	Criteria	Rating Score	Comments
1	Excellent	5	Speech as fluency and efforts as that of native speakers.
2	Very good	4	Speed of speech seems to be slightly affected by language problem.
3	Good	3	Speed and fluency are rather strongly affected by language problem.
4	Average	2	Usually hesitant, often forced into silence by language limitation.
5	Poor	1	Speech so halting fragmentary as to make conversation virtually impossible.

5. Comprehension

NO	Criteria	Rating Score	Comments
1	Excellent	5	Appears to understand everything without difficulty.
2	Very good	4	Understanding nearly everything at normal repetition maybe necessary.
3	Good	3	Understand most of what is said is slower than normal speed without repetition,
4	Average	2	Has great difficulty following what is said can be comprehended spoken slowly and with frequent repetition.
5	Poor	1	Cannot be said to understand even simple conversation English.

- Nilai siswa = skor siswa x 2
- Contoh = 36 x 2
= 72

Guru Bahasa Inggris,

Bandar Lampung, 2019
Mahasiswa Peneliti,

Hendro Hermansayah, S.Pd
NIP.19840601 201407 1 002

Alif Ahmad Fanani
NPM. 1411040012

Mengetahui,
Kepala SMP N 21 Bandar lampung

Hj. Yuliati, S.Pd., MM.
NIP.19611112 198110 2 001



Appendix 6

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) Control Class

Sekolah : SMP N 21 Bandar Lampung
Mata pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2
Materi Pokok : Narrative Text
Alokasi waktu : 2 x 40 menit
Pertemuan Ke : 1

A. Kompetensi Inti

- KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 :Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
- 4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya

C. Indikator Pencapaian

- 3.1.1 Siswa dapat mengungkapkan secara lisan teks mengenai naratif sesuai dengan konteks penggunaannya
- 3.1.2 Siswa dapat menemukan berbagai macam teks naratif tentang fabel dari berbagai sumber
- 3.1.3 Siswa dapat mengidentifikasi gagasan utama, informasi rinci, dan informasi tertentu yang menggunakan ungkapan teks naratif berbentuk fabel.
- 4.18.1 Siswa dapat bertanya dan menjawab secara lisan berbagai informasi yang terdapat dalam teks naratif..
- 4.18.2 Siswa dapat melakukan dialog pendek dalam bentuk naratif.
- 4.18.3 Siswa dapat menceritakan ulang hasil membaca beberapa teks naratif dan mempresentasikannya secara sederhana sesuai topik.

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Berkomunikasi dalam bahasa Inggris secara lisan untuk menjalin hubungan interpersonal dan transactional dengan guru, teman dan orang-orang di sekitarnya tentang bagaimana menjelaskan secara rinci dan akurat tentang teks naratif tentang fabel sederhana dengan menggunakan struktur teks yang runtut dan unsure kebahasaan yang benar.
2. Menanggapi pertanyaan yang diberikan guru berdasarkan penampilan dari teman sekelasnya

3. Mengidentifikasi informasi rinci, pesan dan isi kandungan dari teks naratif secara akurat

E. Materi Pembelajaran

The Ant And The Grasshopper

In a field one summer's day a grasshopper was hopping about, chirping and singing to its heart's content. An ant passed by, bearing along with great toil an ear of corn he was taking to the nest.

"Why not come and chat with me," said the grasshopper, "instead of toiling and moiling in that way?"

"I am helping to lay up food for the winter," said the ant, "and recommend you to do the same."

"Why bother about winter?" said the grasshopper; we have got plenty of food at present." The Ant went on its way and continued its toil.

When the winter came the grasshopper found itself dying of hunger while it saw the ants distributing, every day, corn and grain from the stores they had collected in the summer

F. Metode Pembelajaran

Dialog Memorization Technique

G. Langkah-langkah kegiatan pembelajaran

No	Kegiatan	Alokasi waktu
1.	Kegiatan Awal - Siswa mengucapkan salam kepada guru dan doa bersama-sama - Siswa dicek kehadiran dan kesiapan belajar baik secara fisik maupun psikologi oleh guru	20 Menit

	<ul style="list-style-type: none"> - Siswa diberi motivasi belajar oleh guru - Siswa diberi brainstorming berupa pertanyaan yang sesuai dengan materi yang disampaikan oleh guru - Siswa dijelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. - Siswa di minta berpasangan dengan teman sebangkunya. - Siswa menyimak penjelasan tentang isi secara umum tentang dialog yang di bacakan oleh guru. 	
	<p>Kegiatan inti</p> <p>Mengamati</p> <ul style="list-style-type: none"> • siswa mendengarkan penjelasan dari guru tentang teks naratif • Siswa menirukan ulang dialog yang di bacakan oleh guru secara intensif. <p>Mempertanyakan</p> <ul style="list-style-type: none"> • Siswa bertanya jawab sesuai dengan teks naratif tentang fabel <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • siswa diminta oleh guru untuk melakukan pengamatan terkait dialog yang di bacakan. • Siswa mendengarkan pengulangan dialog yang dibacakan oleh guru • siswa dibagikan lembar kerja oleh guru. • Siswa menulis ulang dialog yang sudah di bacakan oleh guru <p>Mengasosiasi</p>	40 menit

	<ul style="list-style-type: none"> • Setiap pasangan diberikan batas waktu untuk memahami dialog yang sudah di dengarkan <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Setiap pasangan bertukar dan mempraktekan dialog yang sudah mereka dapat sebelumnya. 	
	<p>Kegiatan Akhir</p> <ul style="list-style-type: none"> - Guru memberikan kesimpulan secara umum tentang kekurangan siswa dalam mempraktekan dialog nya.. - Siswa dengan bimbingan guru menyimpulkan materi pembelajaran. - Siswa diberikan umpan balik langsung tentang pekerjaan siswa oleh guru. - Siswa diberi tahu rencana pembelajaran untuk pertemuan selanjutnya. - Siswa dan guru mengakhiri kegiatan pembelajaran dengan berdoa bersama-sama. - Siswa mengucapkan salam kepada guru. 	20 Menit

H. Sumber dan Media

Sumber : kementrian Pendidikan dan Kebudayaan. 2013. Bahasa inggris, *When English Rings the Bell*. Jakarta: Politeknik Negri Media Kreatif

I. Penilaian

Teknik : Lisan dan teks
Bentuk : Peran dan lisan
Instrument : Berbicara (menjelaskan tentang fabel)

J. Penilaian**Scoring Rubric****1. Pronunciation**

NO	Criteria	Rating Score	Comments
1	Excellent	5	Has few traces of foreign language accent.
2	Very good	4	Can be understood and sometime use a certain accent.
3	Good	3	Pronunciations problem necessities, concentration listening, occasionally lead to misunderstanding.
4	Average	2	Very hard to understanding because of pronunciation problem, most frequently by ask to repeat.
5	Poor	1	Pronunciation problem to serve as to make speech virtually unintelligible.

2. Grammar

NO	Criteria	Rating Score	Comments
1	Excellent	5	Make few (if any) noticeable errors of grammar and word order.
2	Very good	4	Occasionally makes grammatical and word order errors that do not, however meaning.
3	Good	3	. Make frequent errors of grammar and word order, which occasionally obscure meaning
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5	Poor	1	Errors in grammar and word order, so much as to make speech quite hard to understand
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3. Vocabulary

NO	Criteria	Rating Score	Comments
1	Excellent	5	Use of vocabulary and idioms is virtually that of native speakers.
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3	Good	3	Frequently use the wrong words conversation somewhat limited because of inadequate vocabulary.
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5	Poor	1	Vocabulary limitation so extreme as to make conversation virtually impossible.

4. Fluency

NO	Criteria	Rating Score	Comments
1	Excellent	5	Speech as fluency and efforts as that of native speakers.
2	Very good	4	Speed of speech seems to be slightly affected by language problem.
3	Good	3	Speed and fluency are rather strongly affected by language problem.
4	Average	2	Usually hesitant, often forced into silence by language limitation.

5	Poor	1	Speech so halting fragmentary as to make conversation virtually impossible.
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5. Comprehension

NO	Criteria	Rating Score	Comments
1	Excellent	5	Appears to understanding everything without difficulty.
2	Very good	4	Understanding nearly everything at normal repetition maybe necessary.
3	Good	3	Understand most of what is said is slower than normal speed without repetition,
4	Average	2	Has great difficulty following what is said can be comprehended spoken slowly and with frequent repetition.
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- Nilai siswa = skor siswa x 2
- Contoh = 36 x 2
- = 72

Guru Bahasa Inggris,

Bandar Lampung, 2018
Mahasiswa Peneliti,**Hendro Hermansayah, S.Pd**
NIP.19840601 201407 1 002**Alif Ahmad Fanani**
NPM. 1411040012Mengetahui,
Kepala SMP N 21 Bandar lampung**Hj. Yuliati, S.Pd, M.M.**
NIP.19611112 198110 2 001

Appendix 6

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) Control Class

Sekolah : SMP N 21 Bandar Lampung
Mata pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2
Materi Pokok : Narrative Text
Alokasi waktu : 2 x 40 menit
Pertemuan Ke : 2

A. Kompetensi Inti

- KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 :Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
- 4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya

C. Indikator Pencapaian

- 3.1.1 Siswa dapat mengungkapkan secara lisan teks mengenai naratif sesuai dengan konteks penggunaannya
- 3.1.2 Siswa dapat menemukan berbagai macam teks naratif tentang fabel dari berbagai sumber
- 3.1.3 Siswa dapat mengidentifikasi gagasan utama, informasi rinci, dan informasi tertentu yang menggunakan ungkapan teks naratif berbentuk fabel.
- 4.18.1 Siswa dapat bertanya dan menjawab secara lisan berbagai informasi yang terdapat dalam teks naratif..
- 4.18.2 Siswa dapat melakukan dialog pendek dalam bentuk naratif.
- 4.18.3 Siswa dapat menceritakan ulang hasil membaca beberapa teks naratif dan mempresentasikannya secara sederhana sesuai topik.

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Berkomunikasi dalam bahasa Inggris secara lisan untuk menjalin hubungan interpersonal dan transactional dengan guru, teman dan orang-orang di sekitarnya tentang bagaimana menjelaskan secara rinci dan akurat tentang teks naratif tentang fabel sederhana dengan menggunakan struktur teks yang runtut dan unsure kebahasaan yang benar.
2. Menanggapi pertanyaan yang diberikan guru berdasarkan penampilan dari teman sekelasnya

3. Mengidentifikasi informasi rinci, pesan dan isi kandungan dari teks naratif secara akurat

E. Materi Pembelajaran

The Smart Monkey And The Dull Crocodile

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, “My father is very sick. He has to eat the heart of the monkey. So he will be healthy again.”

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. “What’s for?” asked the crocodile. “Because I don’t bring my heart,” said the monkey. “I left it under a tree, near some coconuts in the river bank.”

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back. Then he climbed up to the top of a tree.

“Where is your heart?” asked the crocodile. “You are foolish,” said the monkey to the crocodile. “Now I am free and I have my heart.”

F. Metode Pembelajaran

Dialog Memorization Technique

G. Langkah-langkah kegiatan pembelajaran

No	Kegiatan	Alokasi waktu
1.	Kegiatan Awal - Siswa mengucapkan salam kepada guru dan doa bersama-sama	20 Menit

	<ul style="list-style-type: none"> - Siswa dicek kehadiran dan kesiapan belajar baik secara fisik maupun psikologi oleh guru - Siswa diberi motivasi belajar oleh guru - Siswa diberi brainstorming berupa pertanyaan yang sesuai dengan materi yang disampaikan oleh guru - Siswa dijelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. - Siswa di minta berpasangan dengan teman sebangkunya. - Siswa menyimak penjelasan tentang isi secara umum tentang dialog yang di bacakan oleh guru. 	
	<p>Kegiatan inti</p> <p>Mengamati</p> <ul style="list-style-type: none"> • siswa mendengarkan penjelasan dari guru tentang teks naratif • Siswa menirukan ulang dialog yang di bacakan oleh guru secara intensif. <p>Mempertanyakan</p> <ul style="list-style-type: none"> • Siswa bertanya jawab sesuai dengan teks naratif tentang fabel <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • siswa diminta oleh guru untuk melakukan pengamatan terkait dialog yang di bacakan. • Siswa mendengarkan pengulangan dialog yang dibacakan oleh guru • siswa dibagikan lembar kerja oleh guru. • Siswa menulis ulang dialog yang sudah di bacakan oleh guru 	<p>40 menit</p>

	<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Setiap pasangan diberikan batas waktu untuk memahami dialog yang sudah di dengarkan <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Setiap pasangan bertukar dan mempraktekan dialog yang sudah mereka dapat sebelumnya. 	
	<p>Kegiatan Akhir</p> <ul style="list-style-type: none"> - Guru memberikan kesimpulan secara umum tentang kekurangan siswa dalam mempraktekan dialog nya.. - Siswa dengan bimbingan guru menyimpulkan materi pembelajaran. - Siswa diberikan umpan balik langsung tentang pekerjaan siswa oleh guru. - Siswa diberi tahu rencana pembelajaran untuk pertemuan selanjutnya. - Siswa dan guru mengakhiri kegiatan pembelajaran dengan berdoa bersama-sama. - Siswa mengucapkan salam kepada guru. 	20 Menit

H. Sumber dan Media

Sumber : kementrian Pendidikan dan Kebudayaan. 2013. Bahasa inggris, *When English Rings the Bell*. Jakarta: Politeknik Negri Media Kreatif

I. Penilaian

Teknik : Lisan dan teks
Bentuk : Peran dan lisan
Instrument : Berbicara (menjelaskan tentang fabel)

J. Penilaian

Scoring Rubric

1. Pronunciation

NO	Criteria	Rating Score	Comments
1	Excellent	5	Has few traces of foreign language accent.
2	Very good	4	Can be understood and sometime use a certain accent.
3	Good	3	Pronunciations problem necessities, concentration listening, occasionally lead to misunderstanding.
4	Average	2	Very hard to understanding because of pronunciation problem, most frequently by ask to repeat.
5	Poor	1	Pronunciation problem to serve as to make speech virtually unintelligible.

2. Grammar

NO	Criteria	Rating Score	Comments
1	Excellent	5	Make few (if any) noticeable errors of grammar and word order.
2	Very good	4	Occasionally makes grammatical and word order errors that do not, however meaning.
3	Good	3	. Make frequent errors of grammar and word order, which occasionally obscure meaning
4	Average	2	Grammar and word order errors make comprehension difficult, must often rephrases sentences and or set rich him to basic pattern

5	Poor	1	Errors in grammar and word order, so much as to make speech quite hard to understand
---	------	---	--

3. Vocabulary

NO	Criteria	Rating Score	Comments
1	Excellent	5	Use of vocabulary and idioms is virtually that of native speakers.
2	Very good	4	Sometime use inappropriate terms and must rephrase ideas because of lexical inadequacies.
3	Good	3	Frequently use the wrong words conversation somewhat limited because of inadequate vocabulary.
4	Average	2	Misuses of word and very limited vocabulary makes comprehension quite difficult.
5	Poor	1	Vocabulary limitation so extreme as to make conversation virtually impossible.

4. Fluency

NO	Criteria	Rating Score	Comments
1	Excellent	5	Speech as fluency and efforts as that of native speakers.
2	Very good	4	Speed of speech seems to be slightly affected by language problem.
3	Good	3	Speed and fluency are rather strongly affected by language problem.
4	Average	2	Usually hesitant, often forced into silence by language limitation.

5	Poor	1	Speech so halting fragmentary as to make conversation virtually impossible.
---	------	---	---

5. Comprehension

NO	Criteria	Rating Score	Comments
1	Excellent	5	Appears to understanding everything without difficulty.
2	Very good	4	Understanding nearly everything at normal repetition maybe necessary.
3	Good	3	Understand most of what is said is slower than normal speed without repetition,
4	Average	2	Has great difficulty following what is said can be comprehended spoken slowly and with frequent repetition.
5	Poor	1	Cannot be said to understand even simple conversation English.

- Nilai siswa = skor siswa x 2
- Contoh = 36 x 2
- = 72

Guru Bahasa Inggris,

Bandar Lampung, 2018
Mahasiswa Peneliti,**Hendro Hermansayah, S.Pd**
NIP.19840601 201407 1 002**Alif Ahmad Fanani**
NPM. 1411040012Mengetahui,
Kepala SMP N 21 Bandar lampung**Hj. Yuliati, S.Pd., MM**
NIP.19611112 198110 2 001

Appendix 6

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) Control Class

Sekolah : SMP N 21 Bandar Lampung

Mata pelajaran : Bahasa Inggris

Kelas/Semester : VIII/2

Materi Pokok : Narrative Text

Alokasi waktu : 2 x 40 menit

Pertemuan Ke : 3

A. Kompetensi Inti

KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 :Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya

- 4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya

C. Indikator Pencapaian

- 3.1.1 Siswa dapat mengungkapkan secara lisan teks mengenai naratif sesuai dengan konteks penggunaannya
- 3.1.2 Siswa dapat menemukan berbagai macam teks naratif tentang fabel dari berbagai sumber
- 3.1.3 Siswa dapat mengidentifikasi gagasan utama, informasi rinci, dan informasi tertentu yang menggunakan ungkapan teks naratif berbentuk fabel.
- 4.18.1 Siswa dapat bertanya dan menjawab secara lisan berbagai informasi yang terdapat dalam teks naratif..
- 4.18.2 Siswa dapat melakukan dialog pendek dalam bentuk naratif.
- 4.18.3 Siswa dapat menceritakan ulang hasil membaca beberapa teks naratif dan mempresentasikannya secara sederhana sesuai topik.

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Berkomunikasi dalam bahasa Inggris secara lisan untuk menjalin hubungan interpersonal dan transactional dengan guru, teman dan orang-orang di sekitarnya tentang bagaimana menjelaskan secara rinci dan akurat tentang teks naratif tentang fabel sederhana dengan menggunakan struktur teks yang runtut dan unsure kebahasaan yang benar.
2. Menanggapi pertanyaan yang diberikan guru berdasarkan penampilan dari teman sekelasnya
3. Mengidentifikasi informasi rinci, pesan dan isi kandungan dari teks naratif secara akurat

E. Materi Pembelajaran

The Ugly Duckling And New Friend

One upon time, a mother duck sat on her eggs. She felt tired of sitting on them. She just wished the eggs would break out. Several days later, she got her wish. The eggs cracked and some cute little ducklings appeared. “Peep, peep” the little ducklings cried. “Quack, quack” their mother greeted in return. However the largest egg had not cracked. The mother duck sat on it for several days. Finally, it cracked and a huge ugly duckling waddled out. The mother duck looked at him in surprise. He was so big and very gray. He didn’t look like the others at all. He was like a turkey.

When the mother duck brought the children to the pond for their first swimming lesson. The huge grey duckling splashed and paddled about just as nicely as the other ducklings did. “That is not a turkey chick. He is my very own son and quite handsome” the mother said proudly. However, the other animals didn’t agree. They hissed and made fun of him day by day. Even his own sisters and brothers were very unkind. “You are very ugly” they quacked. The little poor duckling was very unhappy. “I wish I looked like them” he thought to himself. One day, the ugly duckling run away and hid in the bushes. The sad duckling lived alone through the cold and snow winter.

Finally the spring flowers began to bloom. While he was swimming in the pond, he saw three large white swans swimming toward him. “Oh, dear. these beautiful birds will laugh and peck me too” he said to himself. But the swans did not attack him. Instead, they swam around him and stroked him with their bills. As the ugly duckling bent his neck to speak to them, he saw his reflection in the water. He could not believe his eyes. “I am not an ugly duckling but a beautiful swam” he exclaimed.

He was very happy. From that day on, he swam and played with his new friends and was happier than he had never been.

F. Metode Pembelajaran

Dialog Memorization Technique

G. Langkah-langkah kegiatan pembelajaran

No	Kegiatan	Alokasi waktu
1.	<p>Kegiatan Awal</p> <ul style="list-style-type: none"> - Siswa mengucapkan salam kepada guru dan doa bersama-sama - Siswa dicek kehadiran dan kesiapan belajar baik secara fisik maupun psikologi oleh guru - Siswa diberi motivasi belajar oleh guru - Siswa diberi brainstorming berupa pertanyaan yang sesuai dengan materi yang disampaikan oleh guru - Siswa dijelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. - Siswa di minta berpasangan dengan teman sebangkunya. - Siswa menyimak penjelasan tentang isi secara umum tentang dialog yang di bacakan oleh guru. 	20 Menit
	<p>Kegiatan inti</p> <p>Mengamati</p> <ul style="list-style-type: none"> • siswa mendengarkan penjelasan dari guru tentang teks naratif • Siswa menirukan ulang dialog yang di bacakan oleh guru secara intensif. <p>Mempertanyakan</p> <ul style="list-style-type: none"> • Siswa bertanya jawab sesuai dengan teks naratif tentang fabel <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • siswa diminta oleh guru untuk melakukan pengamatan 	40 menit

	<p>terkait dialog yang di bacakan.</p> <ul style="list-style-type: none"> • Siswa mendengarkan pengulangan dialog yang dibacakan oleh guru • siswa dibagikan lembar kerja oleh guru. • Siswa menulis ulang dialog yang sudah di bacakan oleh guru <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Setiap pasangan diberikan batas waktu untuk memahami dialog yang sudah di dengarkan <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Setiap pasangan bertukar dan mempraktekan dialog yang sudah mereka dapat sebelumnya. 	
	<p>Kegiatan Akhir</p> <ul style="list-style-type: none"> - Guru memberikan kesimpulan secara umum tentang kekurangan siswa dalam mempraktekan dialog nya.. - Siswa dengan bimbingan guru menyimpulkan materi pembelajaran. - Siswa diberikan umpan balik langsung tentang pekerjaan siswa oleh guru. - Siswa diberi tahu rencana pembelajaran untuk pertemuan selanjutnya. - Siswa dan guru mengakhiri kegiatan pembelajaran dengan berdoa bersama-sama. - Siswa mengucapkan salam kepada guru. 	20 Menit

H. Sumber dan Media

Sumber : kementrian Pendidikan dan Kebudayaan. 2013. Bahasa inggris, *When English Rings the Bell*. Jakarta: Politeknik Negri Media Kreatif.

I. Penilaian

Teknik	: Lisan dan teks
Bentuk	: Peran dan lisan
Instrument	: Berbicara (menjelaskan tentang fabel)

J. Penilaian**Scoring Rubric**

1. Pronunciation

NO	Criteria	Rating Score	Comments
1	Excellent	5	Has few traces of foreign language accent.
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1	Excellent	5	Make few (if any) noticeable errors of grammar and word order.
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5	Poor	1	Errors in grammar and word order, so much as to make speech quite hard to understand

3. Vocabulary

NO	Criteria	Rating Score	Comments
1	Excellent	5	Use of vocabulary and idioms is virtually that of native speakers.
2	Very good	4	Sometime use inappropriate terms and must rephrase ideas because of lexical inadequacies.
3	Good	3	Frequently use the wrong words conversation somewhat limited because of inadequate vocabulary.
4	Average	2	Misuses of word and very limited vocabulary makes comprehension quite difficult.
5	Poor	1	Vocabulary limitation so extreme as to make conversation virtually impossible.

4. Fluency

NO	Criteria	Rating Score	Comments
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2	Very good	4	Speed of speech seems to be slightly affected by language problem.
3	Good	3	Speed and fluency are rather strongly affected by language problem.
4	Average	2	Usually hesitant, often forced into silence by language limitation.
5	Poor	1	Speech so halting fragmentary as to make conversation virtually impossible.

5. Comprehension

NO	Criteria	Rating Score	Comments
1	Excellent	5	Appears to understanding everything without difficulty.
2	Very good	4	Understanding nearly everything at normal repetition maybe necessary.
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- Nilai siswa = skor siswa x 2
- Contoh = 36 x 2
= 72

Guru Bahasa Inggris,

Bandar Lampung, 2018
Mahasiswa Peneliti,

Hendro Hermansayah, S.Pd
NIP.19840601 201407 1 002

Alif Ahmad Fanani
NPM. 1411040012

Mengetahui,
Kepala SMP N 21 Bandar lampung

Hj. Yuliati, S.Pd., MM.
NIP.19611112 198110 2 001



Appendix 7**INSTRUMENT OF PRE-TEST**

Class/Time Allocation : VIII/ 80 minutes (2x40menit)

Instruction:

1. Re-tell the story in front of class.
2. Max. 3 minutes allocated time

Topic of the text
Rabbit and Turtle

Direction:

1. Each pairs have to tell of narrative text based on the topic.
2. Each pairs is free to speak as clearly as they can

Appendix 8**INSTRUMENT OF POST-TEST**

Class/Time Allocation : VIII/ 80 minutes (2x40menit)

Instruction:

1. Re-tell the topic in front of class.
2. Max. 3 minutes allocated time

Topic of the text
Ant and Dove

Direction:

1. Each pairs have to tell of narrative text based on the topic.
2. Each pairs is free to speak as clearly as they can

Appendix 9

Validation Form for Speaking Test

Direction:

For each question, please give your response by ticking (√) a box representing your choice.

No	Question	Yes	No	Comments
1.	Do the instrument related with basic competence and indicators for student of VIII grade?			
2.	Are the direction and the instructions of test instrument clear enough?			
3.	Is the time allocation quite enough?			
4.	Do the indicators in the test instrument have covered all aspects measured?			
5.	Is the topic quite understandable?			

General comments

Please give any general comment or suggestion you may have concerning this test development.

.....

.....

.....

.....

Validator,

Satria Adi Pradana, M.Pd

NIP. 198602182015031005

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini :

Nama : Satria Adi Pradana M.Pd
Instansi : UIN Raden Intan Lampung
Jabatan : Dosen

Telah membaca instrumen penelitian berupa lembar observasi yang akan digunakan dalam penelitian skripsi dengan judul “The influence of using role play technique towards’ students’ speaking ability in narrative at the second semester of the eighth grade of SMPN 21 Bandar Lampung in the academic year of 2018/2019”, oleh peneliti :

Nama : Alif Ahmad Fanani
NIM : 1411040012
Program Studi : Pendidikan Bahasa Inggris

Setelah memperhatikan instrumen yang telah dibuat, maka masukan untuk instrument tersebut adalah :

.....
.....
.....
.....

Demikian surat keterangan ini dibuat agar dapat digunakan dalam pengumpulan data di lapangan.

Bandar Lampung, September 2018
Validator

Satria Adi Pradana, M.Pd
NIP. 19860218201503 1 005

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini, selaku validator instrumen lembar observasi menerangkan bahwa :

Nama : Alif Ahmad Fanani
NIM : 1411040012
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : “The influence of using role play technique towards students’ speaking ability in narrative at the second semester of the eighth grade of SMPN 21 Bandar Lampung in the academic year of 2018/2019”

Setelah memeriksa dan mencermati instrumen penelitian, maka instrumen lembar observasi tersebut dinyatakan telah memenuhi validitas isi dan layak digunakan untuk penelitian.

Demikian surat keterangan ini dibuat agar dapat digunakan dalam pengumpulan data di lapangan.

Bandar Lampung, September 2018
Validator

Satria Adi Pradana, M.Pd
NIP. 19860218201503 1 005

Appendix 11

The Students' Name of Control Class

No	Name	Code
1	APRILIA ANDIENA C	D1
2	BAYU PRASETYO	D2
3	DWI SUSANTI	D3
4	GISSCA MAYINI	D4
5	IKHSAN NASRURY	D5
6	ISTI MASITOH	D6
7	JENI FERLIANI	D7
8	KEVIN SETIAWAN	D8
9	LALA LISTIA NINGRUM	D9
10	M. ARLI ZANDI PRATAMA	D10
11	M. FAJRIL SAPUTRA	D11
12	M. MAULANA ARDIKA R.	D12
13	M. RIZKI SAPUTRA	D13
14	MADE AULIA ANANDA P.	D14
15	MAYA SANTIKA	D15
16	MICHA DAMAYANTI	D16
17	MUHAMMAD AGSYA B.	D17
18	MUHAMMAD RIZKI R.	D18
19	NAFISA AGESTI	D19
20	NAZRIL IRHAM WIRANATA	D20
21	NURHALISA FITRIYANI	D21
22	RAIHANA PUTRI OLLYVIA	D22
23	RESTAN BAYU SAMUDRO	D23
24	SHAFI UNIQUE LAKSITASARI	D24
25	SHELLA PRATISARA ANJANI	D25
26	YOGI ASRIAN NUGRAHA	D26
27	ZAKI MAULANA	D27
28	ZESIKA AFNI ANGGRAINI	D28

Appendix 12

The Students' Name of Experimental Class

No	Name	Code
1	ALISYA SALSABILA	G1
2	ALLI SODIKIN	G2
3	BELLA ANIS SAPUTRI	G3
4	BUNGA KARTI SEKARWANGI	G4
5	DAVID HEZKIEL	G5
6	DESI ANGGRAINI	G6
7	DHEA OCTARIA	G7
8	DONY FIRMANS	G8
9	INDAH SILVIANA	G9
10	INTAN MARLIDA	G10
11	JESSEN PUTRA PERDANA	G11
12	JOHAN MARANATA S	G12
13	JOSHUA RICHARD REFAN S.	G13
14	JOVANDA ZAKYAN	G14
15	LEDI DIANA	G15
16	M. ARIF MANDALA PUTRA	G16
17	M. IQBAL AL KHUMAIDI	G17
18	MAULIDIA SILVIA NURVITA	G18
19	MASYURI	G19
20	MUHAMMAD RAMADHAN	G20
21	MUHAMMAD RISKY	G21
22	MUTIARA ANGGRAENI	G22
23	MUTIAARA NURLATIPA S.	G23
24	NABILA SERINAZELLY V.P	G24
25	NAUFAL DWI HATMOKO	G25
26	PUTRI INDAH SARI	G26
27	RUDI PANDI SALAM	G27
28	RUTH GITA DWI ALFIANA	G28
29	STEFANY APRILIA Y.	G29
30	WULANDARI	G30

Appendix 13

Pre Test		Post-test		Gain Score of Control Class			
Code	Score	Code	Score	Code	Pre	Post	Gain
D1	58	D1	74	D1	58	74	16
D2	66	D2	74	D2	66	74	8
D3	64	D3	76	D3	64	76	12
D4	56	D4	62	D4	56	62	6
D5	64	D5	76	D5	64	76	12
D6	56	D6	66	D6	56	66	10
D7	60	D7	70	D7	60	70	10
D8	62	D8	64	D8	62	64	2
D9	66	D9	80	D9	66	80	14
D10	58	D10	68	D10	58	68	10
D11	60	D11	68	D11	60	68	8
D12	62	D12	66	D12	62	66	4
D13	68	D13	76	D13	68	76	8
D14	60	D14	72	D14	60	72	12
D15	58	D15	68	D15	58	68	10
D16	62	D16	70	D16	62	70	8
D17	48	D17	60	D17	48	60	12
D18	62	D18	72	D18	62	72	10
D19	54	D19	60	D19	54	60	6
D20	70	D20	82	D20	70	82	12
D21	64	D21	68	D21	64	68	4
D22	62	D22	66	D22	62	66	4
D23	64	D23	72	D23	64	72	8
D24	60	D24	72	D24	60	72	12
D25	64	D25	74	D25	64	74	10
D26	68	D26	78	D26	68	78	10
D27	64	D27	72	D27	64	72	8
D28	48	D28	56	D28	48	56	8

Appendix 14

Pre Test		Post-test		Gain Score of Experimental Class			
Code	Score	Code	Score	Code	Pre	Post	Gain
G1	52	G1	66	G1	52	66	14
G2	58	G2	72	G2	58	72	14
G3	54	G3	70	G3	54	70	16
G4	66	G4	74	G4	66	74	8
G5	58	G5	70	G5	58	70	12
G6	72	G6	78	G6	72	78	6
G7	54	G7	66	G7	54	66	12
G8	62	G8	74	G8	62	74	12
G9	62	G9	72	G9	62	72	10
G10	78	G10	82	G10	78	82	4
G11	56	G11	70	G11	56	70	14
G12	58	G12	68	G12	58	68	10
G13	70	G13	78	G13	70	78	8
G14	70	G14	78	G14	70	78	8
G15	62	G15	70	G15	62	70	8
G16	60	G16	72	G16	60	72	12
G17	66	G17	76	G17	66	76	10
G18	58	G18	68	G18	58	68	10
G19	60	G19	74	G19	60	74	14
G20	68	G20	78	G20	68	78	10
G21	66	G21	72	G21	66	72	6
G22	62	G22	74	G22	62	74	12
G23	70	G23	74	G23	70	74	4
G24	78	G24	80	G24	78	80	2
G25	66	G25	74	G25	66	74	8
G26	64	G26	76	G26	64	76	12
G27	60	G27	70	G27	60	70	10
G28	56	G28	64	G28	56	64	8
G29	70	G29	78	G29	70	78	8
G30	66	G30	74	G30	66	74	8

Appendix 15

Result of Pre-Test Control Class

No	Students code	Pronunciation		Grammar		Vocabulary		Fluency		Comprehension		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	D1	2	3	3	3	3	3	3	3	3	3	14	15	58
2	D2	3	4	3	3	3	3	3	4	4	3	16	17	66
3	D3	3	3	3	3	3	3	3	3	4	4	16	16	64
4	D4	3	3	2	3	3	3	3	2	3	3	14	14	56
5	D5	3	3	3	3	3	3	4	4	3	3	16	16	64
6	D6	3	3	2	3	3	3	3	2	3	3	14	14	56
7	D7	3	3	3	3	3	3	3	3	3	3	15	15	60
8	D8	3	3	3	3	3	3	3	4	3	3	15	16	62
9	D9	4	4	3	3	3	3	3	3	4	3	17	16	66
10	D10	3	2	3	3	3	3	3	3	3	3	15	14	58
11	D11	3	3	3	3	3	3	3	3	3	3	15	15	60
12	D12	3	3	3	3	3	3	3	4	3	3	15	16	62
13	D13	4	4	3	3	3	3	3	4	4	3	17	17	68
14	D14	3	4	3	3	3	3	3	3	3	3	15	16	60
15	D15	3	3	3	3	3	3	2	3	3	3	14	15	58
16	D16	3	3	3	3	3	3	3	3	3	4	15	16	62
17	D17	2	2	3	2	3	3	2	2	2	3	12	12	48
18	D18	3	3	3	3	3	3	3	3	3	4	15	16	62
19	D19	3	2	2	3	3	3	3	2	3	3	14	13	54
20	D20	4	4	3	3	3	3	3	4	4	4	17	18	70

21	D21	3	3	3	3	3	3	3	3	4	4	16	16	64
22	D22	3	3	3	3	3	3	3	2	3	3	15	14	62
23	D23	3	3	3	3	3	3	3	4	3	3	16	16	64
24	D24	3	3	3	3	3	3	3	3	3	3	15	15	60
25	D25	4	4	3	3	3	3	3	3	3	3	16	16	64
26	D26	4	4	3	3	3	3	3	4	4	3	17	17	68
27	D27	3	4	3	3	3	3	3	4	3	3	15	17	64
28	D28	2	2	3	2	3	3	2	2	2	3	12	12	48

Guru Mata Pelajaran

Bandar Lampung, Januari 2019
Mahasiswa

Hendro Hermansyah, S.Pd
NIP. 19840601 201407 1 002

Alif Ahmad Fanani
NPM. 1411040012



Appendix 16

Result of Pre-Test Experimental Class

No	Students code	Pronunciation		Grammar		Vocabulary		Fluency		Comprehension		Total		Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	G1	2	2	3	3	3	3	2	2	3	3	13	13	52
2	G2	4	3	3	3	3	3	3	2	3	3	15	14	58
3	G3	3	2	2	3	3	3	3	2	3	3	13	14	54
4	G4	3	3	3	3	3	3	4	4	4	3	17	16	66
5	G5	3	3	3	3	3	3	2	3	3	3	14	15	58
6	G6	4	4	3	3	3	3	4	4	4	4	18	18	72
7	G7	3	2	3	3	3	3	2	2	3	3	13	14	54
8	G8	3	4	3	3	3	3	3	3	3	3	15	16	62
9	G9	3	3	3	3	3	3	3	3	3	4	15	16	62
10	G10	3	4	4	4	4	4	4	4	4	4	19	20	78
11	G11	3	3	3	3	3	3	3	3	4	4	16	16	56
12	G12	3	3	3	3	3	3	3	2	3	3	15	14	58
13	G13	4	4	3	3	3	3	4	4	4	3	18	17	70
14	G14	4	4	3	3	3	3	3	4	4	4	17	18	70
15	G15	3	3	3	3	3	3	3	3	4	3	16	15	62
16	G16	3	3	3	3	3	3	3	3	3	3	15	15	60
17	G17	3	3	3	3	3	3	4	4	3	4	16	17	66
18	G18	3	3	3	3	3	3	2	3	3	3	14	15	58
19	G19	3	3	3	3	3	3	3	3	3	3	15	15	60
20	G20	3	3	3	3	3	3	4	4	4	4	17	17	68
21	G21	3	3	3	3	3	3	4	4	3	4	16	17	66

22	G22	3	3	3	3	3	3	3	4	3	3	15	16	62
23	G23	4	4	3	3	3	3	4	4	4	3	18	17	70
24	G24	3	4	4	4	4	4	4	4	4	4	19	20	78
25	G25	3	4	3	3	3	3	4	4	3	3	16	17	66
26	G26	3	3	3	3	3	3	3	3	4	4	16	16	64
27	G27	3	3	3	3	3	3	3	3	3	3	15	15	60
28	G28	3	3	3	3	3	3	2	2	3	3	14	14	56
29	G29	4	4	3	3	3	3	3	4	4	4	17	18	70
30	G30	4	3	3	3	3	3	4	4	3	3	17	16	66

Guru Mata Pelajaran

Hendro Hermansyah, S.Pd
NIP. 19840601 201407 1 002

Bandar Lampung, Januari 2019
Mahasiswa

Alif Ahmad Fanani
NPM. 1411040012



Appendix 17

Result of Post-Test Control Class

No	Students code	Pronunciation		Grammar		Vocabulary		Fluency		Comprehension		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	D1	4	4	4	3	3	4	3	4	3	4	17	19	74
2	D2	4	4	4	4	3	3	3	4	3	4	17	19	74
3	D3	4	4	3	4	4	3	4	4	4	4	19	19	76
4	D4	3	3	3	3	3	3	4	3	3	3	16	15	62
5	D5	4	4	4	4	3	4	4	4	3	4	19	19	76
6	D6	3	3	3	3	3	3	4	3	4	4	17	16	66
7	D7	3	4	3	3	3	3	4	4	4	4	17	18	70
8	D8	3	3	3	3	3	3	4	4	3	3	16	16	64
9	D9	4	4	4	4	4	4	4	4	4	4	20	20	80
10	D10	3	3	4	3	3	4	4	3	3	4	17	17	68
11	D11	4	3	3	3	3	3	3	4	4	4	17	17	68
12	D12	3	3	3	3	3	3	3	4	4	4	16	17	66
13	D13	3	3	4	4	4	4	4	4	4	4	19	19	76
14	D14	4	3	4	3	3	3	4	4	4	4	19	17	72
15	D15	3	3	3	3	3	3	4	4	4	4	17	17	68
16	D16	3	3	3	3	4	3	3	4	4	4	17	18	70
17	D17	3	3	3	3	3	3	3	3	3	3	15	15	60
18	D18	4	4	4	3	3	3	3	4	4	4	18	18	72
19	D19	3	3	3	3	3	3	3	3	3	3	15	15	60
20	D20	4	4	4	4	3	4	4	5	4	4	19	21	82
21	D21	4	3	4	3	3	3	3	4	3	4	17	17	68

22	D22	4	3	3	3	3	3	4	3	3	4	17	16	66
23	D23	4	4	3	3	3	3	4	4	4	4	18	18	72
24	D24	4	3	4	3	3	3	4	4	4	4	19	17	72
25	D25	4	4	4	3	3	3	4	4	4	4	19	18	74
26	D26	4	4	4	4	4	4	4	4	4	3	20	19	78
27	D27	3	4	4	3	3	4	4	4	4	4	18	19	72
28	D28	3	3	3	3	3	3	2	2	3	3	14	14	56

Guru Mata Pelajaran

Hendro Hermansyah, S.Pd
NIP. 19840601 201407 1 002

Bandar Lampung, Januari 2019
Mahasiswa

Alif Ahmad Fanani
NPM. 1411040012



Appendix 18

Result of Post-Test Experimental Class

No	Students code	Pronunciation		Grammar		Vocabulary		Fluency		Comprehension		Total		Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	G1	3	3	3	3	3	3	4	3	4	4	17	16	66
2	G2	4	4	4	3	3	3	4	4	3	4	18	18	72
3	G3	4	4	4	3	3	3	3	4	3	4	17	18	70
4	G4	3	4	4	3	3	3	4	4	4	4	18	19	74
5	G5	4	3	4	3	3	3	4	4	3	4	18	17	70
6	G6	4	3	4	4	4	4	4	4	4	4	20	19	78
7	G7	3	3	3	3	3	3	3	4	4	4	16	17	66
8	G8	4	4	4	3	3	3	4	4	4	4	19	18	74
9	G9	4	4	4	4	3	3	4	4	3	3	18	18	72
10	G10	4	4	4	4	4	4	4	5	4	4	20	21	82
11	G11	4	3	4	3	3	3	3	4	4	4	18	17	70
12	G12	3	4	3	3	3	3	4	3	4	4	17	17	68
13	G13	4	4	3	4	4	4	4	4	4	4	19	20	78
14	G14	4	3	4	4	4	4	4	4	4	4	20	19	78
15	G15	3	4	3	4	3	3	4	4	3	4	17	18	70
16	G16	3	4	4	3	3	3	3	4	4	4	17	18	72
17	G17	4	4	4	4	3	3	4	4	4	4	19	19	76
18	G18	4	3	4	3	3	3	3	4	3	4	17	17	68
19	G19	4	3	4	3	3	3	4	4	4	4	19	18	74
20	G20	4	3	4	4	4	4	4	4	4	4	20	19	78
21	G21	4	3	4	3	3	3	3	4	4	4	18	17	72

22	G22	4	4	4	3	3	3	4	4	4	4	19	18	74
23	G23	4	3	3	3	4	4	4	4	4	4	19	18	74
24	G24	4	4	4	4	4	4	4	4	4	4	20	20	80
25	G25	3	4	4	3	3	4	4	4	4	4	18	19	74
26	G26	4	3	3	4	4	4	4	4	4	4	19	19	76
27	G27	3	3	4	3	3	4	3	4	4	4	17	18	70
28	G28	3	3	4	3	3	3	3	4	3	3	16	16	64
29	G29	3	4	4	4	4	4	4	4	4	4	19	20	78
30	G30	3	4	4	4	3	3	4	4	4	4	18	19	74

Guru Mata Pelajaran

Hendro Hermansyah, S.Pd
NIP. 19840601 201407 1 002

Bandar Lampung, Januari 2019
Mahasiswa

Alif Ahmad Fanani
NPM. 1411040012



Appendix 19

Pre-Test Score of Students in Control Class

No	Name	Score
1	APRILIA ANDIENA C	58
2	BAYU PRASETYO	66
3	DWI SUSANTI	64
4	GISSEA MAYINI	56
5	IKHSAN NASRURY	64
6	ISTI MASITOH	56
7	JENI FERLIANI	60
8	KEVIN SETIAWAN	62
9	LALA LISTIA NINGRUM	66
10	M. ARLI ZANDI PRATAMA	58
11	M. FAJRIL SAPUTRA	60
12	M. MAULANA ARDIKA R.	62
13	M. RIZKI SAPUTRA	68
14	MADE AULIA ANANDA P.	60
15	MAYA SANTIKA	58
16	MICHA DAMAYANTI	62
17	MUHAMMAD AGSYA B.	48
18	MUHAMMAD RIZKI R.	62
19	NAFISA AGESTI	54
20	NAZRIL IRHAM WIRANATA	70
21	NURHALISA FITRIYANI	64
22	RAIHANA PUTRI OLLYVIA	62
23	RESTAN BAYU SAMUDRO	64
24	SHAFa UNIQUE LAKSITASARI	60
25	SHELLA PRATISARA ANJANI	64
26	YOGI ASRIAN NUGRAHA	68
27	ZAKI MAULANA	64
28	ZESIKA AFNI ANGGRAINI	48

Appendix 20

Pre-Test Score of Students in Experimental Class

No	Name	Score
1	ALISYA SALSABILA	52
2	ALLI SODIKIN	58
3	BELLA ANIS SAPUTRI	54
4	BUNGA KARTI SEKARWANGI	66
5	DAVID HEZKIEL	58
6	DESI ANGGRAINI	72
7	DHEA OCTARIA	54
8	DONY FIRMANS	62
9	INDAH SILVIANA	62
10	INTAN MARLIDA	78
11	JESSEN PUTRA PERDANA	56
12	JOHAN MARANATA S	58
13	JOSHUA RICHARD REFAN S.	70
14	JOVANDA ZAKYAN	70
15	LEDI DIANA	62
16	M. ARIF MANDALA PUTRA	60
17	M. IQBAL AL KHUMAIDI	66
18	MAULIDIA SILVIA NURVITA	58
19	MASYURI	60
20	MUHAMMAD RAMADHAN	68
21	MUHAMMAD RISKY	66
22	MUTIARA ANGGRAENI	62
23	MUTIAARA NURLATIPA S.	70
24	NABILA SERINAZELLY V.P	78
25	NAUFAL DWI HATMOKO	66
26	PUTRI INDAH SARI	64
27	RUDI PANDI SALAM	60
28	RUTH GITA DWI ALFIANA	56
29	STEFANY APRILIA Y.	70
30	WULANDARI	66

Appendix 21

Post-Test Score of Students in Control Class

No	Name	Score
1	APRILIA ANDIENA C	74
2	BAYU PRASETYO	74
3	DWI SUSANTI	76
4	GISSCA MAYINI	62
5	IKHSAN NASRURY	76
6	ISTI MASITOH	66
7	JENI FERLIANI	70
8	KEVIN SETIAWAN	64
9	LALA LISTIA NINGRUM	80
10	M. ARLI ZANDI PRATAMA	68
11	M. FAJRIL SAPUTRA	68
12	M. MAULANA ARDIKA R.	66
13	M. RIZKI SAPUTRA	76
14	MADE AULIA ANANDA P.	72
15	MAYA SANTIKA	68
16	MICHA DAMAYANTI	70
17	MUHAMMAD AGSYA B.	60
18	MUHAMMAD RIZKI R.	72
19	NAFISA AGESTI	60
20	NAZRIL IRHAM WIRANATA	82
21	NURHALISA FITRIYANI	68
22	RAIHANA PUTRI OLLYVIA	66
23	RESTAN BAYU SAMUDRO	72
24	SHAFa UNIQUE LAKSITASARI	72
25	SHELLA PRATISARA ANJANI	74
26	YOGI ASRIAN NUGRAHA	78
27	ZAKI MAULANA	72
28	ZESIKA AFNI ANGGRAINI	56

Appendix 22

Post-Test Score of Students in Experimental Class

No	Name	Score
1	ALISYA SALSABILA	66
2	ALLI SODIKIN	72
3	BELLA ANIS SAPUTRI	70
4	BUNGA KARTI SEKARWANGI	74
5	DAVID HEZKIEL	70
6	DESI ANGGRAINI	78
7	DHEA OCTARIA	66
8	DONY FIRMANS	74
9	INDAH SILVIANA	72
10	INTAN MARLIDA	82
11	JESSEN PUTRA PERDANA	70
12	JOHAN MARANATA S	68
13	JOSHUA RICHARD REFAN S.	78
14	JOVANDA ZAKYAN	78
15	LEDI DIANA	70
16	M. ARIF MANDALA PUTRA	72
17	M. IQBAL AL KHUMAIDI	76
18	MAULIDIA SILVIA NURVITA	68
19	MASYURI	74
20	MUHAMMAD RAMADHAN	78
21	MUHAMMAD RISKY	72
22	MUTIARA ANGGRAENI	74
23	MUTIAARA NURLATIPA S.	74
24	NABILA SERINAZELLY V.P	80
25	NAUFAL DWI HATMOKO	74
26	PUTRI INDAH SARI	76
27	RUDI PANDI SALAM	70
28	RUTH GITA DWI ALFIANA	64
29	STEFANY APRILIA Y.	78
30	WULANDARI	74

Appendix 23

Result of Normality

Tests of Normality							
	class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
gain_score	experimental class	.141	30	.129	.959	30	.292
	control class	.156	28	.078	.956	28	.280

a. Lilliefors Significance Correction



Appendix 24

Result of Homogeneity

Test of Homogeneity of Variances

gain_score

Levene Statistic	df1	df2	Sig.
.024	1	56	.879



Appendix 25

Result of Hypothetical Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Gain	Equal variances assumed	.024	.879	.689	56	.049	.59524	.86335	-1.13426	2.32474
score	Equal variances not assumed			.690	55.887	.049	.59524	.86259	-1.13281	2.32328



Appendix 26

Students' Transcription (Pre-Test)

A. Experimental Class

Jesen : “One day, a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the rabbit’s surprise, the turtle challenged him to a race.”

„

David : “The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought. The rabbit got to the halfway point and could not see the turtle anywhere.”

Indah : “One day, a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the rabbit’s surprise, the turtle challenged him to a race.”

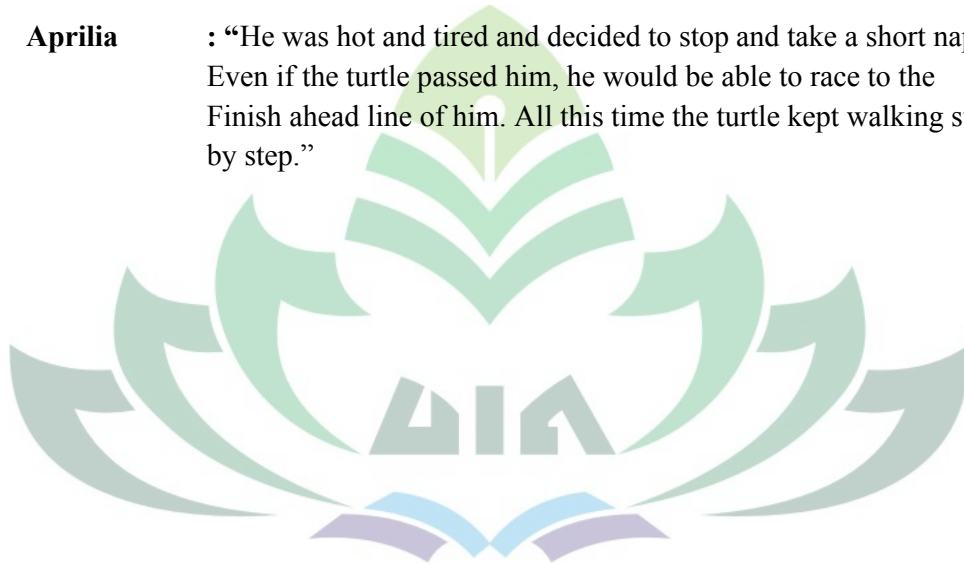
Nabila : “He was hot and tired and decided to stop and take a short nap. Even if the turtle passed him, he would be able to race to the finish line ahead of him. All this time the turtle kept walking step by step. He never quit how hot or tired he got. He just kept going. However, the rabbit slept longer than he thought. He could not see the turtle anywhere. He went at full speed to the finish line but found the turtle there waiting for him.”

B. Control Class

Ikhsan : “One day, a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the Rabbit’s surprised, the turtle challenged him to a race.”

Gissca : “One day, a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the Rabbit’s surprised, the turtle challenged him to a race.”

Aprilia : “He was hot and tired and decided to stop and take a short nap. Even if the turtle passed him, he would be able to race to the Finish ahead line of him. All this time the turtle kept walking step by step.”



Students' Transcription (Post-Test)

A. Experimental Class

Stefany : “An ant was seeking for some water. After walking around for a moment, ant came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell into deep water. She was tried to swim so the ant was sunk into deep water. Seeing the ant was in trouble, the dove took a leaf from a tree.”

Intan : “and dropped it near the ant. Then the ant moved towards the leaf and climbed up there. Soon it was carried her safely to the land. Not long after that, there was a hunter who was aimed gun to the dove. Guessing that he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter shoot was missed and the dove flew away.”

Naufal : “An ant was seeking for some water. After walking around for a moment, ant came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell into deep water”

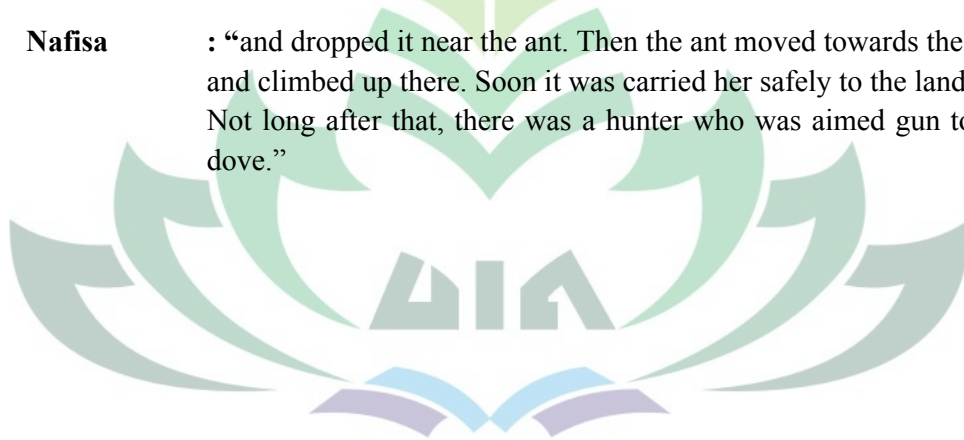
Joshua : “and dropped it near the ant. Then the ant moved towards the leaf and climbed up there. Soon it was carried her safely to the land. Not long after that, there was a hunter who was aimed gun to the dove. Guessing that he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter shoot was missed and the dove flew away.”

B. Control Class

Ikhsan : “An ant was seeking for some water. After walking around for a moment, ant came to the spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell into deep water. She was try to swim so the ant was sunk into deep water.”

Zesika : “An ant was seeking for some water. After walking around for a moment, ant came to the spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell into deep water.”

Nafisa : “and dropped it near the ant. Then the ant moved towards the leaf and climbed up there. Soon it was carried her safely to the land. Not long after that, there was a hunter who was aimed gun to the dove.”



Appendix 10

Photos of taking data



Picture 1
First treatment in experimental class



Picture 2
General conclusion from the researcher after all groups performance in second treatment



Picture 3
Students' activity in the treatment (Role Play)



Picture 4
Students' activity in the treatment (Role Play)